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ABSTRACT

This guide contains supportive materials for a nine-week mini-unit developed for and utilized within the framework of the tenth-grade required Career Awareness Class of Dickinson High School, North Dakota. The first section on work and the work ethic presents a career development glossary for career education and two essays on identifying the content of work-related instruction. Work Concepts in the Schools, by Robert M. Peterson, is a survey of educators' opinions about work; The Work Ethic in Career Education Materials, by Robert M. Peterson and James N. Johnson, is an analysis of printed materials used in the schools. Topics considered in other major sections include the world of work, individual values, interests, aptitudes, decision making, career planning information for sophomores, preparing a resume, letter of application, the application form, job interview, looking for a job, handling the job, local government, and insurance. Various informative materials are provided: occupational clusters; scholarship and financial aid information; sample resumes, letters to admissions officers, letters of application, and application forms; representative job-interview questions; and glossaries of legal and insurance terminology. Student activities include self-evaluation, attitude survey, values appraisal scale, interest survey, career planning forms, career awareness questionnaires, interview evaluation, career information interviews, and cost-of-living and income and expenses exercises. (YLB)

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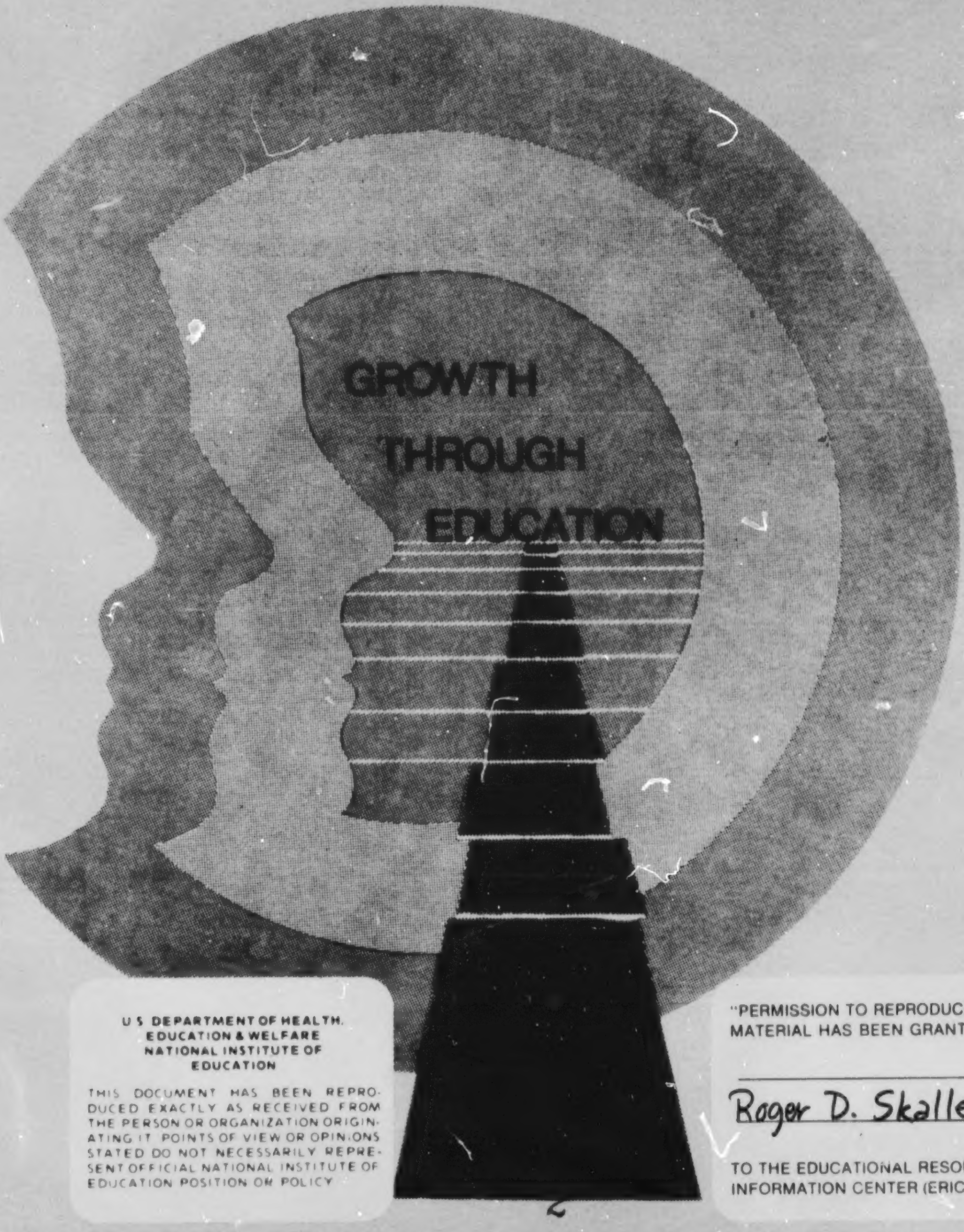
DICKINSON HIGH SCHOOL

CAREER AWARENESS

Nine Week Mini-Unit

Developed by: LeRoy R. Boespflug



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INTRODUCTION

This unit has been developed for and is utilized within the framework of Dickinson High Schools' tenth grade required Career Awareness Class. It should be understood that this unit does not include all of the classroom activities and/or materials encountered by students participating in the course. It is used as a guide and contains supportive instructional materials.

Dickinson High School has a career resource center in which the nine-week Career Awareness Class is taught. Many experiences, including role playing, brainstorming, videotaping, shadowing a worker, guest speakers, interviews, 16 M.M. films and filmstrips are not mentioned in this instructional unit, but are encountered by the student.

It should also be noted that within this unit no specific mention is made of the many career materials readily available for students' use in the career resource center.

Persons wishing to obtain more specific information about the required career awareness offering at Dickinson High School may contact:

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Funding for this Instructional Unit was principally provided by the North Dakota State Board for Vocational Education through a mini-grant: Project VOICE (Vocational Opportunities by Individualized Career Education). Partial funding was provided by the Dickinson Public School District.

This instructional unit was developed by LeRoy R. Boespflug, Dickinson High School Career Counselor, to serve as a day to day guide in the 10th grade required career awareness class.

"I personally feel that it is paramount for young people to become aware of the necessity for good sound career planning while in high school. Students need to become sensitized to what their needs are and to understand their strengths and build upon them. They also need to recognize their weaknesses and limitations.

Career Education has as one of its many goals the development of good sound planning for youth. Through implementation of courses such as Dickinson High School's Career Awareness class students can realize the benefits of career education concepts through instruction and enhance the possiblity of deriving a sound plan for their lives."

LRBoespflug

LeRoy R. Boespflug

WORK & THE WORK ETHIC

A CAREER DEVELOPMENT GLOSSARY FOR CAREER EDUCATION

Journal of Career Education Vol. 5 No. 3
March 1979

Donald E. Super

TIME AND EFFORT

Work	The systematic pursuit of an objective valued by oneself (even if only for survival) and desired by others; directed and consecutive, it requires the expenditure of effort. It may be compensated (paid work) or uncompensated (volunteer work or an avocation). The objective may be intrinsic enjoyment of the work itself, the structure given to life by the work role, and economic support which work makes possible, or the life style and type of leisure which it facilitates.
Labor	Productive work for survival or support, requiring physical or mental effort.
Employment	Time spent in paid work or in indirectly paid work such as homemaking.
Leisure	Time free of required paid or unpaid work, devoted to rest, play or avocations.
Play	Activity which is primarily recreational and relaxing, engaged in for its own sake; it may be unsystematic or systematic, without objective or with an objective which is of temporary and personal consequence; it may involve the expenditure of effort, but that effort is voluntary and easily avoided by the player.

CONTENT

Task	A specific unit of performance required at work or in play.
Position	A group of tasks to be performed by one person; in industry, performed for pay. Positions exist whether vacant or occupied; they are tasks and outcome-, not person-, defined.
Role	A set of behaviors associated with a position. The role concepts of persons occupying positions may be so called; those of persons surrounding the position are role expectations.
Job	A group of similar, paid, positions requiring some similar attributes in a single organization. Jobs are task-, outcome-, and organization-centered.
Occupation	A group of similar jobs found in various organizations. Occupations are task-, economy-, and society-oriented.

Vocation	An occupation with commitment, distinguished primarily by its psychological as contrasted with its economic meanings; ego-involving, meaningful to the individual as an activity, not solely for its productive, distributive, or service outcomes and its economic rewards, although these too are valued. Vocations are task-, outcome- and person-centered.
Avocation	An activity pursued systematically and consecutively for its own sake with an objective other than monetary gain, although it may incidentally result in gain. Avocations are task-, outcome-, and person-centered.
Career	The sequence of major positions occupied by a person throughout his preoccupational, occupational, and post-occupational life; includes work-related roles such as those of student, employee, and pensioner, together with complementary avocational, familial and civic roles. A career exists only as a person pursues it; careers are person-centered.

STRUCTURE

Organization	A specific institution, company, or other independent or autonomous entity producing or distributing goods or services or facilitation purposeful activity.
Industry	A branch of an art or trade which employs people to produce or distribute goods or to provide services; a group of similar productive, distributive, or service organizations.

WORK CONCEPTS IN THE SCHOOLS:

A SURVEY OF EDUCATORS' OPINIONS ABOUT WORK

By
Robert M. Peterson

WORKER ORGANIZATIONS

Trade unions, professional associations, and other employee organizations have been effective in achieving higher pay, improved fringe benefits, and better working conditions. They also have had moderate success in giving workers greater control over their jobs and in combatting discrimination based on such things as race, sex, or age. However, such organizations have had relatively little success in improving the match between the amount of pay received and the value of the work performed, and their impact on the overall level of job satisfaction has been slight.

CAREER CHOICE

If young people made the necessary effort to understand their own abilities, interests, and values and to learn enough about jobs and occupations, almost everyone could find a reasonably satisfying occupation. In actual practice, however, pure chance is the primary determiner of one's occupation almost as often as personal planning and choice, and the latter is frequently superseded by the influence of family or friends, family circumstances, and the state of the economy.

SCHOOL POTENTIAL

If the schools had the necessary commitment and resources, they could become an effective influence on how students view paid employment in their personal lives. However, the influence of the schools is secondary to that of family and peers, and is probably no greater than the influence of public media.

SCHOOL PRIORITIES AND PERFORMANCE

Developing useful work-related values, attitudes, and habits and preparing students with realistic expectations about work should have high priority--second only to the development of decision-making skills, help with career planning, and motivating students to achieve maximum career success. Preparing students to find self-fulfillment in pursuits other than paid employment should have lower priority than career motivation. The schools' performance in helping students acquire realistic expectations and develop skill in making decisions is far lower than it should be in view of the high priority that these two functions deserve.

Summary of Supporting Results

Inherent Dignity: The strongly predominant views support the general theme that work possesses an inherent dignity that transcends the character and social value of particular jobs. Respondents rejected claims that intolerably dull, routine, and meaningless jobs are numerous or increasing. Eighty percent of the respondents think that young people should believe in the dignity of all work; 64% believe there are few, if any, dehumanizing jobs; and 75% think the proportion of such jobs is not increasing.

Centrality: Opinions were almost evenly split on the question of whether students should expect to find their central interest in life through their occupations or through other pursuits. The lack of majority agreement on the centrality of occupation suggests widespread doubt about the ability of modern work to provide people with a central life interest. Furthermore, a majority of respondents (56%) estimated that no more than half of all American workers consider their jobs to be their central interest in life. Adding further skepticism to their views on the centrality of work, a majority of resondents (53%) judged the proportion of such workers to be decreasing.

Identity and Self-Esteem: A majority of respondents expressed support for the idea that what people do to earn a living plays a powerful role in forming their sense of identity and self-esteem. They agreed that young people should recognize this role of occupation and judged that its importance is not declining. This supportive stance is attenuated, however, by the findings that 38% disagreed that young people should recognize occupation as the main source of identity and self-esteem, and 45% judged occupation's importance in this role to be decreasing. There appears to be substantial disagreement within the respondent group regarding this important aspect of the personal meaning of work.

Social Value: The majority opinion appears to affirm the social-value theme. Almost 60% of the respondents estimated that (a) there are few, if any, jobs whose products are useless and (b) the presence of such jobs is not increasing. However, a substantial minority (41%) estimated that a sizeable proportion of jobs do exist to provide products and services that fill no real needs. Similarly, 42% estimated the proportion to be increasing.

Changing Values: There appears to be fairly strong agreement with various social commentators who claim that certain work-related values have declined seriously since World War II. The majority of respondents judged that considerable decline has occurred in the belief that "hard work builds character" (71%), in the value placed on being able to "stand on one's own feet" (56%), and in public attitudes toward "workaholics" (55%). Notable, however, is the estimation by the 59% majority that there has been little, if any, erosion in the popularity of competitive status-seeking. Similarly 56% estimate little, if any, decline in the dependence of male self-esteem on being "a good provider."

Job Satisfaction: A majority of respondents judged that (a) at least half of all workers today get substantial non-monetary benefits from their jobs, and (b) the proportion of such workers is not declining. However, a sizeable minority expressed contrary views, namely that fewer than half of all workers derive non-monetary satisfaction from their jobs and the proportion is decreasing. The respondents split evenly on the question of whether or not fewer people today, as compared with 25 years ago, derive enough non-monetary benefits from their jobs to keep working even if there were no economic necessity. Stated negatively, the majority opinion is that (a) no more than half of today's workers get substantial satisfactions other than money from their jobs, and (b) the situation is not improving.

Job Values: The respondents judged the intrinsic value of "the work itself" to be an important source of whatever amount of satisfaction workers get from jobs, second only to money. Similarly, sizeable majorities gave high ratings to the importance of "identity as a person" and "interaction with co-workers."

Most notable, perhaps, is the relatively low ratings given to "user benefits." This suggests the following generalization about the dominant views of the respondent group: Although (a) a substantial number of jobs produce things that aren't really needed and (b) the proportion of such jobs may be increasing, it doesn't really affect workers' attitudes because user benefits are a relatively minor influence on job satisfaction.

Dissatisfaction: Six of eleven factors were judged "important" or "very important" causes of dissatisfaction by the majority of respondents. Three other factors were so judged by 35% to 49% of all respondents, and the other two by 30% or less. A consensus diagnosis of what's wrong in the workplace might be stated as follows:

The most important defects are inadequate and inequitable pay, problems at home, lack of challenge, and a sense of personal impotence. Of less, but considerable, importance are bad job design and organization, generally poor attitudes of workers, and a mismatch between workers' expectations and the psychological benefits that jobs can deliver. Of minor importance are underskilled workers and unnecessary products and services. (This deemphasis on the usefulness of products is consistent with the prior judgment that it is not an important factor in job satisfaction.)

Job Success: The overall pattern of rankings suggests that the dominant view of this group of educators is that individual performance and compatibility with the organization are the principal bases for praise, raises, and advancement. The very high ratings given to initiative and good work suggest strong support for the belief that good individual performance is rewarded. An apparent faith in the justice of prevailing reward systems is further confirmed by the relatively low ratings given to "subordination of values," "manipulation of others," and "luck." Six factors that received consistently high rankings might be considered qualities of "good citizenship" as an employee: "conforming to rules," "being likable," "organizational loyalty," "flexibility," "working hard," and "avoiding conflict."

Notable indications of cynicism among the respondents is the high ratings given by the majority (53%) to "knowing the right people." Also, more than a third gave high ratings to "subordination of values and beliefs," and better than one in five to "manipulating others" and "luck."

Although creativity received high ratings, it was ranked lower than seven other factors, including conformity with employers' rules.

Worker Organizations: The consensus view appears to be that employee organizations have been effective in achieving economic benefits for their members; that they have been moderately effective in improving working conditions, giving workers greater control, and combating unfair discrimination; but that these organizations have had little effect on wage equity or overall job satisfaction. The low majority assessment concerning overall job satisfaction suggests that these respondents see non-monetary factors as strong determinants of satisfaction.

Worth noting is the large difference in ratings for "increasing salaries and wages" and "improving equity between the amount of pay received and the value of the work performed." The apparent message is that employee organizations have achieved upward shifts in wage structures, but have not corrected inequities within those structures.

Career Choice: A large majority agreed that a satisfying occupation can be found by anyone who knows about himself and about jobs. This is, of course, the cornerstone of career planning and guidance. The premise of this item implies a faith not only in the feasibility of matching jobs with people, but also in individual freedom from extraneous restrictions. However, this faith is qualified by the consensus opinion that other factors often supersede personal planning and choice. Respondents judged three of four factors as more prevalent in their influence on one's "chosen" occupation. Only "chance" was judged by the group as less widely influential, and that by a slim margin. The apparent message is that jobs and people can be matched, and it is possible for the individual to plan and choose, but in practice that's not happening for most people.

School Potential: Very strong confidence was shown in the schools' potential ability to influence how students view paid employment and relate it to their personal lives. Ninety-one percent judged that, given the necessary commitment and resources, the schools could be at least "fairly effective." At present, however, the majority rated family and peers as much more influential than the schools in forming personal perspectives on work. Ratings of the schools' current influence were about the same as those for public media.

School Priorities and Performance: High priority ratings were assigned by a majority of respondents to all school functions that were listed. They were not asked to make priority choices between competing functions; however, by pooling the ratings and computing ranks, patterns of relative priorities can be seen, as shown in Table 1. Basic skills (A) is clearly the group's top choice. Clearly at the bottom of the priority list are "job placement"(H), "Job-specific skills" (B), and "fulfillment through other pursuits" (I). The remaining five functions received intermediate ratings. Of special significance to this study are the relatively high priorities assigned to functions F and G, concerned with work-related values, attitudes, habits, and expectations.

Table 1. Group Rankings of School Functions

School Function		Rank	
		Priority	Effectiveness
A.	Develop competency in reading, writing and computing.	1	1
F.	Develop values, attitudes, and habits generally useful in obtaining and succeeding in paid employment.	2	3
G.	Prepare students with realistic expectation of what they will actually face in the working world.	3	7
C.	Develop competency in making decisions.	4	8
D.	Help students make appropriate career choices and plans.	5	4
E.	Motivate students to achieve career success at levels as high as their aptitudes will allow.	6	6
I.	Prepare students to find self-fulfillment in pursuits other than paid employment.	7	5
B.	Develop specific competency geared to particular occupations.	8	2
H.	Help graduates locate and obtain paid employment.	9	9

THE WORK ETHIC
IN CAREER EDUCATION MATERIALS

By
Robert M. Peterson
James N. Johnson

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INTRODUCTION

Until recently, concern with work-related attitudes and values in America seemed a subject only for industrial psychologists and scholarly journals; job satisfaction was widely viewed as a question of wages, hours, and benefits. In the past few years, however, worker attitudes have emerged as a major topic of public discussion. Some observers claim that the focus has shifted, as Robert Blauner puts it, "from concern with economic and social justice to the quality of the inner life." For many this shift signifies a profound change – some say a growing crisis – in American work values. This study grew out of a desire to understand career education's current role and future potential in helping young people cope with this change -- how it can or should operate to support the affective side of career development.

There appears to be no question about career education's commitment to do something about students' work values and attitudes; responsibility for influencing their development is consistently acknowledged in statements of career education's rationale and purpose. For example, the U.S. Office of Education has made it a matter of federal policy that career education seeks to produce individuals who are "capable of choosing and who have chosen a personally meaningful set of work values that lead them to possess a desire to work."* Further evidence of the high priority given work values by career-education advocates is this widely endorsed definition:

> Career education is the total effort of education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate such values into their personal value systems, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.**

While such statements make the general intent reasonably clear, they raise some unanswered questions about the *content* of value development in career education. With what particular values are students made familiar? Even if career education deals explicitly only with a content-free *process* of value development, there remains the question of what value options are available to the student for consideration and selection. Is the process a haphazard identification and reinforcement of options, or do career educators offer a prescribed set of particular values and attitudes for the student's consideration? If certain values have been adopted in career education, whether for purposes of inculcation or non-directive "clarification," then questions can be raised about the merits of those particular values: for example, do the values square with today's realities? "Realism" seems an appropriate criterion for a program intended to prepare young people for adult working life and to ease the transition from school to work.

In this study we have tried to obtain answers, at least in a preliminary way, to some of the questions posed above. We asked: (a) Is there specific value content in career education? (b) If so, what is the content? and (c) Is it realistic?

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*Hoyt, Kenneth B. An Introduction to Career Education: A Policy Paper of the U.S. Office of Education. DHEW Publication No. (OE) 75-00504, 1975, p. 11. The quotation is one of nine learning goals. Two others are also concerned with work values and habits.

**Chamber of Commerce of the U.S. Career Education: What It Is and Why We Need It. Washington, D.C.: USCC, 1975, page 4.

Value content may be contained in various components of a career education program. It may reside in the community-based experiences of students, in the actions and spoken words of teachers and counselors, or in printed and other media materials. We chose materials – because they are more accessible than other sources and because they represent a durable record of the substance of career education. Admittedly, what teachers, counselors, and community volunteers say and do may differ from and be more potent than books and films in shaping a student's values. Therefore, confining the search to materials is a limitation of this study that should be kept in mind in considering the results.

To assess how realistic the materials are in their view of contemporary working life, we looked to published literature for definitions of "reality." The literature we reviewed is a large, heterogeneous, and loosely connected body of books, professional journal articles, blue-ribbon reports, and feature articles, authored predominantly by sociologists, economists, journalists, and social critics. Although the evidence is incomplete and contradictory, dominant patterns and emphases do emerge and it is possible to compare a "literature view" with a "materials view" of work.

Our purpose, then, is to (1) ascertain what work-related values and attitudes are represented in career education materials, (2) analyze the relative emphasis given to competing views, and (3) compare the value content of the materials with the views presented in scholarly and journalistic literature on work.

The results of this study are aimed primarily at educational policy makers and curriculum planners. The underlying issue is whether or not the schools are communicating ideas about work that are in tune with today's realities and that serve the needs of youth and society. These findings could, for example, be germane to research priorities and investment decisions, or they might stimulate and inform a reconsideration of career education's objectives, or lead to the review and possible redesign of specific school materials. In any event, if career education takes seriously its self-imposed responsiblity to facilitate and enhance value development, it is essential that career educators at least know what they are now saying about values and how it squares with what others are saying. This study is intended to be a step in that direction.

What educational materials say about work is, of course, but one small piece of the larger issue. Policy makers also need better understanding of today's realities concerning work, the values and attitudes that will serve students well in coping with those realities and whose preservation is necessary to society's health, and the real determiners of ethical development among youth. This study sheds no new light on those important topics.

To establish a framework for the analysis of materials, we first reviewed the literature to determine the range and substance of ideas involved in serious deliberations about whether or not there is a definable work ethic, and what changes it may be undergoing. An interpretive summary of the literature review is presented in the next section of this paper, followed by a report of the materials analysis, conclusions, and implications.

REVIEW OF ISSUES

One of the difficulties in trying to clarify current trends and issues regarding contemporary work values is that, as George Strauss (1974) puts it, "in a society with a short fuse all causes of discontent tend to exacerbate each other." Because work values impinge on every major facet of American life, one faces circular questions: is a "highly regimented, increasingly automated, deeply impersonal industrial society" creating dull and unrewarding jobs, or do apathy and dissatisfaction in the workplace reflect a general disenchantment with modern life? Is an increasingly visible conflict between the imperatives of profit and human welfare eroding the work ethic, or have improved economic conditions created a "revolution of rising expectations?"

The literature that explores these questions is highly speculative. It consists of "anecdotal" evidence, scholarly opinion, conflicting summaries of questionnaire statistics, and the barometric readings of seasoned "journalists" (a term habitually assigned to writers who consider the problem an alarming one). The sum of it does suggest a "radical transformation" in this society's work-values system, and points not to a "national trend," but rather a "multiplicity of trends, problems and possibilities." (Quinn, 1974).

This transformation is reflected first of all in the increasing claims of widespread worker dissatisfaction. As Paul Dickson puts it, "The media, the survey takers, and pollsters, and an increasing number of academicians and politicians have discovered the fact that a lot of people actively hate their work." (Dickson, 1976) Two recent publications have been especially influential in focusing public attention on this discontent (in part perhaps because, while entirely different in approach and content, their message is the same). In Studs Terkel's Working (a mosaic of interviews he conducted over a three-year period with some 136 people from all walks of life), a picture of modern work emerges as a series of "daily humiliations," of people in search of "a sort of life rather than a Monday through Friday sort of dying." Work in America, commissioned by HEW, is the report of a ten-man task force based on some fifty technical papers; it concludes that:

> Significant numbers of American workers are dissatisfied with the quality of their working lives. Dull, repetitive, seemingly meaningless tasks, offering little challenge or autonomy, are causing discontent among workers at all occupational levels.

Even the small sample of interviews conducted by the task force sounded like Terkel's: "The resondents were full of bitterness about the conditions under which they toiled, and full of expletives which conveyed their frustration. They poured out the result of years of pent-up hostility toward their bosses, their unions, and their society." (O'Toole, 1976)

This view is echoed by the majority of social scientists who have examined the problem. Sheppard and Herrick, in Where Have All The Robots Gone?, contend that:

> More and more workers — and every day this is more apparent — are being disenchanted with the boring, repetitive tasks set by the merciless assembly line or by bureaucracy. They feel they have been herded into economic and social cul-de-sacs.

Similarly, David and Cherns, in their recent two-volume, The Quality of Working Life, conclude that:

> Significant numbers are telling us they are not prepared to participate in productive society under these alienating conditions.

In various ways this discontent is seen as a threat to the welfare of our society. Work in America calculates that "a great part of the staggering national bill in the areas of crime and delinquency, mental and physical health, manpower and welfare are generated in our national policies and attitudes toward work." The nature of work, according to Bowles and Gintis (1976), is perhaps the most fundamental determinant of personal development, and they note that "Palmore found that the best predictor of longevity was job satisfaction." The so-called "spillover" argument is that workers' feelings about their jobs may generalize to other life roles, with a dissatisfied worker for the most part becoming a dissatisfied citizen. (The opposite view, that people bring "a diffuse social malaise" to work, amounts to the same thing; for disenchantment has to start somewhere and work is still for most individuals the primary means by which they experience and participate in the larger society.) Harvey Swados puts it in more alarming terms: "the explosive potential of this discontent has the capacity to destroy the fragile facade of American democracy."

Not everyone agrees on the seriousness of the problem. Some believe it is being reduced to the level of a fad. "Alienated workers, "says Newsweek, "are the newest darlings of the social scientists." Levitan and Johnston in their book, Work is Here to Stay, Alas!, seek to defuse alarmists:

> The evidence of deteriorating work attitudes consists of surveys revealing declining work satisfaction, stories of individuals, "dropping out" of society, and industrial reports of sabotage, absenteeism, job quitting, and strikes over working conditions. The hard data offer little support to the argument that work attitudes have undergone an upheaval.

Based on a careful review of seven national job-attitude surveys, Robert Quinn concludes: "In spite of public speculation to the contrary, there is no conclusive evidence of a widespread, dramatic decline in job satisfaction." (Quinn, 1974)

Most observers, however, consider these "hard data" no more reliable than the "impressionistic" reports of journalists. Harry Braverman (1974) more or less dismisses them as "the feeble results of questionnaire sociology." In the first place, social scientists do not yet know how to measure the kind of dissatisfaction expressed in Nora Watson's statement: "most of us. . .have jobs that are too small for our spirit. Jobs are not big enough for people" (Terkel, 1974). As O'Toole and many others point out, "there is no index of 'healthy' or 'unhealthy' job satisfaction as reliable as the 98.6° on a thermometer." Quinn himself identifies two kinds of shortcomings with the surveys from which most data are derived. The first is that they fail to take into account the fact that different job-satisfaction measures have different points at which discontent begins to register. In examining the questionnaires he found that:

> ° More dissatisfaction is reported when workers are asked whether they enjoy their jobs than when "satisfaction" with the job is asked about specifically.

- More dissatisfaction is reported when the question concerns another — even a hypothetical — worker than when the question focuses on the respondent.

- More dissatisfaction is reported when the question raises the (hypothetical) issue of the worker's reliving his or her life than when it directs attention to the worker's present reaction to the job.

- More dissatisfaction is reported when workers are invited to consider attractive alternatives to their present jobs than when they are asked for their reactions to their present jobs on a noncomparative basis.

- More dissatisfaction is reported when permissible answers to a question include several degrees of dissatisfaction (and especially a response alternative reflecting ambivalence or indifference.)

These patterns, says Quinn, lead to one important conclusion:

> that the two most frequently used subjective measures of job satisfaction, "All in all, would you say you are satisfied or dissatisfied with your job?," and its variant, "On the whole would you say you are satisfied or dissatisfied with the work you do?" produce the highest estimate of satisfied workers. (Quinn, 1974)

The second and more obvious problem with questionnaire findings is that they make no allowance for the many reasons why workers may not be willing or able to admit discontent — e.g., fear that it would reflect poorly on their decision-making abilities; anxiety about the questioner's motives and the confidentiality of the survey; and the kind of numbness that accompanies what Kornhauser (1965) calls "dwarfed desires and deadened initiative."

Thus the evidence, as thoughtful observers like George Strauss (1974) conclude, is fragmentary and confusing. But whether discontent is actually increasing or merely becoming more visible, the debate over dissatisfaction has helped convince a great many observers that "the mood toward work in America is changing." People don't feel and think about work the way they used to. "The traditional ideologies used to explain the place of jobs and employment no longer command belief." (Green, 1973) Most efforts to fathom this change begin with the question, What's happened to the Work Ethic?

The Concept of Work Ethic

Since Max Weber fully explored its role in the genesis of capitalism, the so-called Protestant ethic has come to signify the social and moral view of work said to have dominated America from colonial times to the present. Distilled by Sebastian de Grazia (1962) as "the abiding notion that work is somehow the right and moral thing to do," it was:

> eagerly adopted by society as it expanded and entered the era of mass production. Because the efficiency of developing industries relied upon willing and diligent labor, every agent of authority and education proclaimed the merit of work values throughout the several hundred years following the Reformation. From Luther to Ben Franklin and Horatio

> Alger, workers received a steady diet of exhortation and incantation from press, pulpit, and primer. All work was laudable, work well done would inevitably bring reward, work shirked led to degradation and ruin. (Levitan and Johnston, 1973)

But trying to gauge attitudinal change in terms of adherence to the work ethic is difficult. First, many believe that its actual effect in shaping conduct has been obscured by a lot of theoretical embroidering — the "wool-spinning pastime" of clerics and intellectuals. "It is not clear whether the moralists' praise of work was ever accepted by the working man, or how much it actually motivated work." (Levitan and Johnston, 1973) Daniel Bell (1962) insists that Max Weber has "beguiled" social science, and de Grazia (1962) says flatly, "among workmen the work ethic never existed."

Second, its meaning is protean. As conceptually applied, the "work ethic" refers to a kaleidoscopic set of beliefs and attitudes that shift with the focus of the observer. McMichael, for instance, claims there has always been confusion between two kinds of ethics: the bourgeois, middle class ethic of frugality, investment and deferred gratification; and the one they in turn imposed on the working class, which "stressed obedience, conformity and docility." (McMichael, 1974) Kenneth Hoyt (1973) calls this latter the "industrial work ethic." To Yankelovich (1974) the work ethic is a cluster of "cultural themes" by which people link work with their life values: The *Good Provider theme* — according to which masculinity is ultimately derived not from prowess but from being a "breadwinner"; the *Independence theme* — "stand on one's own two feet"; the *Success theme* — "hard work pays off"; and the *Self-Respect theme* — a man's inherent worth is reflected in the act of working hard at something and doing it well. In popular usage, the work ethic ranges in connotation from meek subservience to authoritarian capitalists, to a lingering and ennobling faith in self-reliance. In acknowledging this multiplicity, Hoyt and others recommend that the concept of *work ethic* be replaced by the concept of *work values*, which Pennings (1970) defines as "constellations of attitudes and opinions with which an individual evaluates his job and work environment, and they may be either intrinsic or extrinsic."

Nature of the Change

As observers like Alvin Toffler and David MacMichael have pointed out, the work ethic transmitted by the school has tended to be that ethic most appropriate for the existing state of the economy. According to MacMichael's formulation:

> The industrialization process that required of the educational system first more and more properly disciplined and subordinated workers, and then masses of managers and professionals, seems to be coming to an end. (MacMichael, 1974)

As the speed with which post-industrial change accelerates, we face the problem of a partial moral vacuum, and no one seems able to say with assurance what sort of ethic is appropriate to the economic and social phase we are entering. Commentators speak vaguely of "the emerging values system" (MacMichael 1974) and "a search for the restoration of a *relevant* work ethic" (Sheppard & Herrick, 1972). Kenneth Hoyt (1973) says the industrial work ethic has eroded "and a post industrial work ethic has yet to develop." Louis E. Davis (1971) claims "the new technology is ushering in a new system of social and organizational values," and can only suggest what the new values might be through an undefined list of opposing abstractions:

From	Towards
Achievement	Self-actualization
Self-control	Self-expression
Independence	Interdependence
Endurance of distress	Capacity for joy

The extent to which values seem "up for grabs," as one observer put it, is suggested in the loose way the term itself is bandied about: one reads of an "anti-work ethic," a "leisure ethic," a "work-success ethic," a "play ethic," an "avoidance ethic," a "managerial ethic," and so on.

But while the future is uncertain, some fundamental elements of current change can be identified. Complex and highly interrelated, the major cultural trends said to be gradually transforming the attitudes and beliefs that have traditionally comprised the American work ethic may be outlined as follows:

A Climate of Abundance. America's unprecedented affluence appears to have "relaxed the historic work-or-starve law" (Levitan & Johnston, 1973), and created what O'Toole calls a "manana attitude." The argument is that we have climbed Maslow's ladder to the point where, in Ardrey's phrase, "the hungry psyche has replaced the hungry belly." (1971) As Sheppard and Herrick put it,

> "Once a certain level of affluence is taken for granted, this tends to undermine attitudes based on principles of scarcity that one must sacrifice individual expression and growth in order to survive." (1972)

The point is not that poverty or inequity have disappeared — quite the contrary, according to many observers — but that a new climate prevails. As Louis E. Davis (1971) characterizes it, our rapidly expanding technology *appears* to provide limitlessly for material needs and to banish the fear of scarcity. "By eroding the bases for the Protestant work ethic, this capability of technology reinforces the evolving values of self-actualization and self-expression."

The Changing Meaning of Success. During the decades following World War II, Americans shaped their ideas of success around money, occupational status, possession, and the social mobility of their children. It's not that money is becoming unimportant, says Yankelovich, but that "an increasing number of people are coming to feel that there is such a thing as enough money. And this is new." Ivar Berg describes the shift as "a calling into question the worth of competition, of status seeking, and of material consumption." (Berg, 1974) New ideas of success revolve around various forms of self-fulfillment, with an increasing emphasis on work that is challenging, interesting, and "meaningful." Richard E. Walton (1974) distills the change thus: "Whereas the books my parents read in primary school taught them the virtue of hard work and competition, my children's books emphasize self-expression and actualizing one's potential."

A Desire for Autonomy. Concomitantly, a "psychology of entitlement" is spreading, and authority is being challenged in all spheres of society: "the spirit of the times and the prevailing ideology is anti-bureaucratic and suspicious of all hierarchy." (Sheppard and Herrick, 1972) The younger worker especially is "more impatient, less homogeneous, more racially assertive, less manipulable." (Aronowitz, 1973) This new emphasis on self:

As an antidote to growing indifference, and to counter sexual, racial, and Archie Bunker stereotypes of work current in popular culture, one view is that education must take the corrective course of "leveling out" the class-based and undemocratic bias for white collar jobs by inculcating or "reinstating" the notion that "there is dignity and worth in all work" whether it be menial or exalted, and that "every person should have pride no matter what his role." But for many observers, this is a dangerously misleading view – even when amended to "all *workers* have dignity" – and it reaches to the heart of our present values dilemma. "This educational approach," argues Thomas Green (1973), "is not only dysfunctional, but positively cruel in a society where many jobs that need doing cannot possibly provide a sense of self-identity or a central life interest." Or as Paul Goodman put in in Growing Up Absurd: "There are fewer and fewer jobs that are necessary and unquestionably useful. . .and that can be done keeping one's honor and dignity."

"Alienation" has been used by writers from Marx to Fromm as an explanatory concept for the unprecedented sense of estrangement that pervades modern society. Robert Blauner, in his highly esteemed study, Alienation and Freedom, sought to identify the "objective conditions" of alienation, which he defines as follows:

> Alienation exists when workers are unable to control their immediate work processes, to develop a sense of purpose and function which connects their jobs to the overall organization of production, to belong to integrated communities, and when they fail to become involved in the activity of work as a mode of personal self-expression.

The need for control, purpose, social integration, and self-involvement, if insufficiently met, become four types of alienation: powerlessness, meaninglessness, isolation, and self-estrangement. Applying these categories to industry, he concluded that *craft technology* (e.g., printing) is less alienating than *machine-tending* technology (e.g., the textile industry), which is less alienating than assembly-line technology. (Blauner, 1964) To many observers, especially pyschologists, the effects of alienating work make catechisms about dignity seem naive at best. Adapting to the highly regimented, impersonal megamachine, says psychologist Michael Maccoby, tends to be costly: it produces the authoritarian personality on the one hand, and schizoid apathy on the other.

A major source of growing concern, of course, is the widely-held view that alienation, as Blauner defined it, is no longer confined to its archetypal setting, industry, but is becoming prominent in whitecollar occupations, where one hears of "paper pushers" and "data coolies." To the extent that their skills can be routinized, managers and professionals are increasingly subject to "Taylorism," which "tends to weaken further a moral commitment to work." (Berger, 1963) As Davis and Cherns (1975) put it, "independence has gone out with inefficiency, and pressure has come in with productivity." Kenniston (1960) notes the parallel between the characteristics of a good worker and a good machine:

> Whether at high levels of management or on the most menial assembly-line tasks, the good worker is highly specialized, is expected to show few feelings, to operate "by the book," to be consistent, systematic, and precise. . .and finds the most important parts of himself systematically ignored.

Career education has recently been criticized for being "not directed toward changing the occupational and economic structure," and for ignoring:

> "mounting evidence that the particular jobs available in advanced capitalist economics lack the moral qualities attributed to work generally. In fact, most work is boring. In its unvaried routine, the simplicity of most tasks and the constant supervision characteristic of hierarchical settings all deny workers a sense of competence and a feeling of responsibility." (Grubb and Lazerson, 1975)

According to Levitan and Johnston, the problem is not that all jobs are alienating, but that there are not enough intrinsically rewarding jobs to go around, and:

> all the redesign in the world cannot turn dull tasks into exciting ones, or inject meaning into meaningless jobs. (Levitan & Johston, 1973)

Ivar Berg believes that work still occupies a central place in the lives of most Americans but that "the legitimacy of the 'system' – what and whom one works for – is much in doubt." In Thomas Green's view, Americans are not alienated from work, but rather from the *institutions* of work. Both are referring to the fact that in a variety of ways a sense of moral and social purpose is increasingly problematic in our society.

Terms like "built-in obsolescence," "commodity junkies," and "throw-away culture" reflect an increasing awareness that "the product may be as alienating as the process." According to economists Bowles and Gintis (1976), the imperatives of profit are a primary cause of the increasing discrepancy between jobs and expections:

> The waste and irrationality which characterize production under corporate capitalism also limit the opportunities for rewarding work. The alienated white-collar worker lacks a personal identification with the product of her or his labor not simply because the product is owned by the capitalist, but because, in many cases, the product does not meet any real human need.

The traditional refuge of pride in one's personal performance (reflected in sayings like "a task worth doing is worth doing well,'" and "an honest day's work for an honest day's pay") is thus undermined, as Cass (1965) and others have shown, when the work itself appears to lack any genuine social value or usefulness. In his discussions of unions Aronowitz (1974) maintains that the expectations of young workers of the ability to perform socially useful services to the community "seem a betrayal where the object of labor appears wasteful at best, and even oppressive to some." As Bennett Berger (1963) puts it, "a culture which has not learned to honor what it is actually committed to produce creates an uneasy population," the feeling, in Terkel's phrase, of being "no longer needed in the world of needless things."

While Levitan and Johnston remind the humanists that "virtually every measure of workers' behavior indicates that money is still dearest to the hearts of most workers," others claim that in part what our society is experiencing is a disillusionment with capitalism itself – a calling into question of some core values that have been taken for granted since the Civil War. Until fairly recently in our history, the great capitalists were frequently considered heroes. What enabled them to centralize economic control into the hands of a corporate elite "with such cheerful and unstinting rapacity," says historian Richard Hofstadter, was the popular faith in the myth of opportunity for the common man. The competitive individual with his absolute right to private property served his fellow man by seeking his own profit. But such things as the environmental crisis and what Ivar Berg calls a "grim litany of corporate rip-offs and political deception" has led to an increasingly cynical awareness of the fact that, as Michael Harrington (1966) puts it, "production decisions are reckoned in terms of private advantage without reference to social consequences," and that the executive, no matter how responsible, "is paid for making money and not for guiding technological change in a humane and decent way."

While the conceptual terms have shifted from moral to psychological, from duty to fulfillment, the core notion persists that work, productive activity — as opposed to hedonism of idleness — is personally beneficial. Work for most people is still a basic, "almost irreplaceable" means of coming to terms with themselves and their world, of carving out what Freud called their "portion of reality." It is precisely because "work plays a crucial and perhaps unparalleled psychological role in the formation of self-esteem, identity. . .sense of order and mastery over self and environment" that the nature of much modern work is considered alarming.

Ernest Becker sees the problem of purpose — identity, self-esteem, and role options — now confronting young people as a crisis in the largest possible terms. Man's "sense of self-worth, his need to feel himself an object of primary value, of ultimate usefulness to creation," is what Becker calls (adapting the term from William James) the quest for "Heroism." He concludes:

> The crisis of modern society is precisely that the youth no longer feel heroic in the plan for action that their culture has set up. . .the plain debasing and silly heroics of the acquisition and display of consumer goods, the piling up of money and privileges that now characterize a whole way of life. (Becker, 1976)

Bennett M. Berger, slightly more optimistically, views the problem as a kind of societal values lag. Our social structure, he says, has created "longer adolescence, more years in retirement, and assembly-line jobs, but our value system contains no moral rhetoric with which to confer honor on these phenomena." Much of the behavior and many of the roles required by our changing social structure cannot be justified by our traditional values: "Consider the strain on our moral vocabulary if it were asked to produce heroic myths of accountants, computer programmers, and personnel executives." (Berger, 1963) Goodman (1960) is more caustic: "Consider the men and women in TV advertisements. . .they are clowns and mannequins. . .alternately they are liars, confidence men, smooth talkers, obsequious, etc., etc.,. . . "Berger's conclusion is that "unless norms can be found within our value system to celebrate bureaucratization, the withdrawal of motivation and the disengagement of self from work is likely to continue."

There is a growing view that it will not suffice to acknowledge in our curriculum that satisfaction means different things to different people, but that education must arm young people with more explicit conceptual tools for coping with the fact that alienating jobs exist. Thomas Green (1973), for instance, argues that education must acknowledge that "in the modern world increasing numbers of people are not able to find any kind of central life interest or life work in their jobs," and recommends for modern education "the observance in thought and practice of a clear distinction between *work* as durable, meaningful activity, *labor* as necessary toil, and *job* as what one does for pay."

Whether one accepts the utopian view of increasing automation that man:

> will no longer need to do work in the pejorative sense — the unending, bone-wearying, soul-starving toil. . .Instead he will be free to do the

> work that a robot cannot do, and which expresses his own humanness — to build, carve, paint, write, act, design, to recover the charm of craftsmanship in an atmosphere of freedom (Krazberg & Gies, 1975)

or the more skeptical one:

> The evolution of the postindustrial economy has clearly not resulted in a "quality of work revolution.". . .millions of dull factory jobs remain, and millions of equally dull office jobs have been lately added to the job market. . .Most jobs are and will remain dull and uncreative (Levitan & Johnston, 1973)

It is clear that this society is "faced with a redefinition of leisure," because as Green puts it, "people are increasingly turning to nonworking life for values and identity." Blauner says, "The time, energy, and resources now available for them are causing other aspects of life to compete with work for emotional loyalties and commitments." Already less than half the work force produces all essential goods and services, prompting Davis and Cherns to ask, "in a world that does not need everyone in the labor force, why worry if some want to opt out of work altogether?" Lee Braude, in a sociological analysis of work, concludes that the "specialization through segmentation" that characterizes modern work may be "inherently antagonistic to the achievement and maintenance of personal and social well-being," and asks:

> How much ought we to rely on occupational behavior as a source of self-actualization or personal fulfillment? Perhaps all that can be asked of work is that it gives us the means to "get our kicks" elsewhere. (1975)

This so-called "instrumental" or "compensatory" view of work is complex, and there is little agreement about its practicability or consequence. Faunce and Dubin (1975) argue that if a low investment in work allows people to invest more of themselves in out-of-work activities, "then there is much to be said for not involving them further." Blauner maintains that the need for control, challenge, and creativity is to a considerable degree conditioned by education, and that:

> The average manual worker and many white-collar employees may be satisfied with fairly steady jobs which are largely instrumental and non-involving, because they have not the need for responsibility and self-expression in work. (Blauner, 1964)

Many observers argue that this non-involving instrumental view is the inevitable norm and cite examples of workers refusing additional responsibility, or resenting job enrichment efforts that cut into their "daydreaming time" or "underground" social system. Samuel C. Florman (1976) asks:

> Are there not many workers who do not want responsibility, who prefer the comfortable monotony of routine tasks to the pressure-building process of making decisions and being accountable for the consequences?

He concludes that the work enrichment movement is "running counter to another trend, the seeking of inner peace rather than ego fulfillment. . . One can wonder who has the better of the bargain, those who are in the rat race or those who are 'beneath' it."

On the other hand, Michael Maccoby warns that the compensatory theory "ignores the probability that to be creative in leisure while mindless and passive in work demands a schizoid attitude." Studies have shown that increased participation in decision-making at work has been accompanied by increased participation in local politics and community activities. Davis and Cherns argue that it depends on the individual. If a low investment in work impairs people's ability and motivation to invest themselves in other activities, "there is reason to be concerned about a purely instrumental orientation towards work." They conclude that "both hypotheses are correct, but for different people."

The need to explore and redefine the meaning of leisure (as opposed to "recreation" or "play") becomes inseparable from the need for a broader interpretation of what constitutes useful, productive activity:

> Perhaps it is time the "work ethic" was redefined and its idea reclaimed from the banal men who invoke it. In a world of cybernetics, of an almost runaway technology, things are increasingly making things. It is for our species, it would seem, to go on to other matters. Human matters. Freud put it one way. Ralph Helstein puts it another. He is president emeritus of the United Packing House Workers of America. "Learning is work. Once we accept the concept of work as something meaningful — not just as the source of a buck — you don't have to worry about finding enough jobs." (Terkel, 1972)

Many believe this redefinition is already occurring and is itself the major source of a sense of dislocation pervading all advanced industrial societies:

> When society needs change in such a fundamental aspect as its definition of work, upon which all its institutions have been built, it is bound to suffer an intense and prolonged crisis, a condition of anomie. (David & Cherns, 1975)

Summary

What implications for an examination of career education materials may be drawn from the picture of modern work depicted above?

Because ours is "a changing society in which the place of work life is no longer clear," what emerges from the literature is not a collectively sanctioned view of work, nor a recommended set of work values, considered essential for young people in today's society. And there is little agreement about whether or how schools should attempt to inculcate specific values, beyond the general inclination to promote an affirmative view of work.

What does emerge from this review are a number of trends, issues, and problems that any educational treatment of work values must accommodate. Many fundamental aspects of the traditional work ethic appear no longer tenable, and a range of possibilities and uncertainties arise. Some major trends have been identified: emerging new definitions of success and status, a growing psychology of entitlement, more flexible male-female role definitions, an increasing emphasis on personal autonomy and authenticity. At the same time, there is considerable evidence that many of these trends are in conflict with the nature and organizational structure of modern work. The alienating, unrewarding aspects are increasingly becoming part of the public consciousness.

While the majority of observers feel the need to shore up a sagging faith in work, few believe it can be done by fiat. Most believe it likely to result only from basic changes in the nature and organization of modern work, and in the development of new attitudes towards such things as leisure, how identity is formed, and standards of personal worth.

In the meantime, it would seem that education's minimal task is to help young people understand and cope with these trends — particularly as they involve the difficult questions of status, dignity, role identity, purpose, and leisure — and to do so in a conceptual language sufficiently sophisticated to accomodate the real dilemmas of meaning and satisfaction in the modern world of work.

THE WORLD OF WORK

EXPLORING THE WORLD OF WORK

When looking at the "world of work" as a whole it may seem at the outset as being a gargantuan task especially when writers have expressed figures of 25,000 to 30,000 different jobs in the world of work. To make your search most practical, we will compare different strategies to help you systematically get a better understanding of the world of work. Materials used in careers class encompass all three of the following strategies.

Strategy I: (Cluster approach) Jobs are generally grouped into areas. The United States Office of Education has presented 15 clusters as a general grouping system. Other companies and agencies have devised their own clustering systems.

Strategy II: (Academic areas) Having a special interest and talent in an academic area in school can very definately be related to specific jobs in the world of work.

Strategy III: (Data – People – Things – Approach) People typically are more representative of one of these areas than are the other two.
Example: Mechanic is a things person.
Counselor is a people person.
Accountant is a data person.

United States Office of Education Occupational Clusters

Agribusiness and Natural Resources

General Breakdown

- Support and Regulations
- Research
- Forestry
- Land and Water Management
- Fisheries and Wildlife
- Mining and Quarrying
- Petroleum and Related Products
- Productive Agriculture
- Processing and Marketing
- Service

Specific Job Examples

- Aerial Crop Duster
- Agricultural Economist
- Agricultural Engineer
- Animal Keeper
- Agricultural Research Worker
- Analytical Chemist
- Bacteriologist
- Baker
- Beekeeper
- Biochemist
- Biologist
- Botanist
- Brewmaster, Supervising
- Cannery Fieldman
- Cattle Rancher
- Cheesemaker
- Coffee Roaster
- Commercial Fisherman
- Consulting Chemist
- County Extension Agent (Agriculture)
- Cowboy, Creamery Manager
- Crop Scientist
- Dairy Farmer
- Dairy Technologist
- Farm Equipment Salesman
- Farm Equipment Mechanic
- Farm Extension Adviser
- Farm Manager
- Farmer, Catfish
- Farmer, Oyster
- Farmer, Wheat
- Feed Mill Operator
- Fish and Wildlife Conservationist
- Fish Culturist
- Fisheries Manager
- Fishery Bacteriologist
- Florist
- Food Broker
- Food Processing Technician
- Forest Manager
- Forest Products Technologist
- Fur Framer
- Furrier
- Garden Supply Store Manager
- Grain Buyer
- Grain Elevator Superintendent
- Grain Elevator Manager
- Grain Inspector
- Grain Merchandiser
- Horse Breeder
- Horticulturist
- Irrigation Engineer
- Landscape Nurseryman
- Livestock Buyer
- Livestock Commission Agent
- Livestock Farmer
- Log Choke Setter
- Logger
- Meat Cutter
- Meat Inspector
- Meat Packing Plant Worker
- Mineralogist
- Mining Engineer
- Mining Safety Engineer
- Paper Mill Oiler
- Parasitologist
- Petroleum Chemist
- Petroleum Geologist
- Petroleum Salesman
- Pole Skidder Operator
- Range Manager
- Real Estate Appraiser, Rural
- Researcher, Sugar Beet
- Rotary Driller (Oil Well)
- Rubber Chemist
- Seed Analyst
- Seed Control Bureau Chief
- Soil Scientist
- Stillman (Petroleum Refinery)
- Tractor Mechanic
- Tree Surgeon
- Truck Farmer
- Veterinarian
- Veterinarian's Assistant
- Vocational Agriculture Teacher

Business and Office

General Breakdown

- Accounting
- Computer
- Secretarial Science
- Management
- Personnel
- Finance, Insurance, Real Estate
- Office (Clerical)

Specific Job Examples

- Abstractor
- Accounting Clerk
- Actuary
- Administrative Secretary
- Admissions Director, College
- Advertising Account Supervisor
- Advertising Secretary
- Airline Reservations Sales Clerk
- Answering Service Operator
- Apartment Locator
- Apartment Manager
- Appliance Store Manager
- Area Controller
- Assessor, County Tax
- Bank Cashier
- Bank Guard
- Bank Officer
- Bank Page
- Bank Teller
- Bank Transit Clerk
- Bank Trust Officer
- Billing Clerk
- Boiler Inspector
- Bookkeeper

Bookstore Operator
Borough Manager, Assistant
Business School Dean
Business School Instructor
Cable TV Manager
Cashier
Certified Public Accountant
Certified Public Secretary
Chamber of Commerce Manager
Chief Payroll Clerk
China Shop Manager
City Desk Worker
City Manager
Civil Service Personnel Worker
Claims Adjuster
Classified Manager
Clerk, Express Department Lead
Club Manager
College Administrator
Computer Operator
Computer Programmer
Computer Technician
Controller
Convention Bureau Manager
Corporation Lawyer
Correspondent Bank Officer
Cost Accountant
Council Worker's Assistant
Credit Analyst
Credit Authorizer
Credit Collector
Credit Manager
Credit Union Director
Custodian
Dean of Students, Assistant
Debt Adjuster
Department Store Buyer
Dry Cleaning Shop Manager
Education Director, Christian
Executive Secretary (Non profit organ.)
Family Financial Counselor
File Clerk
Financial Aid Officer
Financial & Insurance Market Representative
Food Processing Plant Manager
Foreign Service Office Worker (Overseas)
Foundry Company Manager
Fund Raising Director
Furniture Store Manager
General Accountant
General Insurance Agent
Hardware Store Manager
Hospital Consultant
Hospital Director
Hospital Purchasing Manager
Industrial Sales Manager
Industrial Traffic Manager
Industrial Training Director
Information Desk Clerk
Insurance Auditor
Insurance Company Typist
Insurance Field Claim Specialist
Insurance Office Manager
Insurance Underwirter
Internal Auditor
Inventory Supervisor
Investigator, Credit Card
Investment Banker
Job Analyst
Keypunch Operator
Labor Relations Specialist
Lawyer
Legal Assistant
Legal Paraprofessional
Legal Secretary
Life Insurance Agent
Lumberyard Manager
Management Services Director
Manpower Specialist
Manufacturers' Representative
Metal Fabrication Executive
Museum Executive Secretary
Office Building Manager
Office Machines Operator
Office Manager
Pawn Broker
Personnel Administrator
Personnel Development Specialist
Personnel Interviewer
Personnel Manager
Private Secretary
Programming Secretary
Project Director (Business Data Processing)
Proof Machine Operator
Property Description Technician
Psychometrist
Purchasing Agent
Rate Clerk
Real Estate Agent
Real Estate Appraiser
Real Estate Appraiser, Rural
Real Estate Appraiser, Urban
Real Estate Closer
Real Estate Manager
Real Estate Title Abstractor
Receptionist
Restaurant Manager
Secretary-Receptionist
Securities Sales Worker
Security Guard
Shipping Materials Buyer
Signal Operator
Small Loan Company Manager
Social Secretary
Specialty Salesperson
Statistical Typist
Statistician
Stenographer
Stock Clerk
Stock Transfer Clerk
Store Designer
Systems Analyst
Telephone Association Manager
Telephone Solicitor
Transcribing Machine Operator
Typewriter Repairman
Typist
Underwriter
Union Business Agent
Union Representative, Teachers'
Warehouse Manager

Communications and Media

General Breakdown

Journalism
Recording Industry
Motion Pictures
Radio and Television Broadcasting
Telephone and Telegraph
Satellite and Lazer Transmission

Specific Job Examples

Advertising Account Executive
Advertising Account Supervisor
Advertising Copywriter
Advertising Layout Artist
Advertising Manager
Advertising Media Clerk
Advertising Production Assistant
Advertising Secretary
Aerial Photographer
Agricultural Writer
Audio Engineer
Audiovisual Technician
Auto Magazine Editor
Book Editor
Book Jacket Designer
Bookbinder
Broadcasting Engineer
Business Reporter
Cable Television Manager
City Editor
Classified Manager
Clipping Bureau Operator
Comic Strip Artist
Commercial Artist
Commercial Photographer
Communication Equipment Sales Worker
Disk Jockey (Radio Personality)
Editorial Assistant
Editorial Cartoonist
Electrotyper
Emergency Telephone Operator
Fashion Photographer
Fashion Writer
Film Editor
Film Rental Clerk
Free-Lance Photographer
Free-Lance Translator
Fund-Raiser Investigative Reporter
House Organ Editor
Interpreter
Jazz Singer
Journalism Instructor
Juvenile Author
Keyliner
Labor Press Editor
Letterer
Lexicographer
Literary Agent
Magazine Illustrator
Mailing List Compiler
Makeup Editor (Newspaper)
Medical Illustrator
Music Conductor
Newspaper Circulation Supervisor
Newspaper Columnist
Newspaper Copyreader
Newspaper Editorial Writer
Newspaper Librarian
Newspaper Press Operator
Newspaper Public Service Director
Newspaper Publisher
Newspaper Reporter
Newspaper Sports Reporter
Offset Press Operator
Opera Singer
Photoengraver
Photographic Retouch Artist
Photojournalist
Postal Customer Services Director
Printing Estimator
Print-shop Operator
Proofreader
Public Relations Director
Public Relations Representative
Public Relations Writer
Publications Designer
Radio Advertising Sales Worker
Radio Announcer
Radio Station Women's Director
Radio/Television Commentator
Radio/Television Continuity Writer
Radio/Television News Director
Radio/Television Program Director
Radio/Television Time Salesman
Radio/Tevevision Traffic Director
Radio Wire Editor
Science Writer
Signal Operator
Silk-screen Processor
Sports Information Director
Stage Set Designer
Stereotyper
Technical Illustrator
Technical Writer
Telephone Ad-Taker (Newspaper)
Telephone Association Manager
Telephone Cable Splicer
Telephone Company Instructor
Telephone Installation/Maintenance Worker
Telephone Operator
Telephone PBX Worker
Telephone Service Representative
Teletype Setter
Teletypewriter Operator
Television Cameraman
Television Director
Television News Film Photographer
Television Newscaster
Television Producer
Television Repair Worker
Television Talk Show Host
Trade Journal Reporter
Translator
Travel Specialist
Typesetting Machine Operator
Washington Correspondent
Wedding Photographer
Weekly Newspaper Editor
Women's News Reporter

Construction

General Breakdown

Wood
Electrical
Engineering and Support Services
Metal
Finishing

Masonry
Heavy Equipment Operator

Specific Job Examples

Air Conditioning Engineer
Aluminum Siding Applicator
Architect
Architectural Draftsman
Blueprinting-Machine Operator
Bricklayer
Building Contractor
Building Inspector
Building Wrecker
Cabinetmaker
Cement Mason
Civil Engineering Technician
Construction Electrician
Construction Machinery Dealer
Construction Superintendent
Construction Supervisor, General
Dam Construction Engineer
Elevator Inspector
Environmental Engineer
Environmental Planner
Exacavator
Floor Covering Installer
Glazier
Heating Inspector
Heavy Equipment Operator
Highway Engineer
House Mover
Hydraulic Engineer
Industrial Insulator
Insulation Installer
Insulation Worker
Interior Designer
Ironworker
Journeyman Electrician
Land Pollution Control Engineer
Land Surveyor
Landscaper's Assistant
Line Worker (Light and Power Industry)
Lumber Yard Manager
Maintenance Electrician
Mechanical Repair Worker
Metal Fabrication Executive
Millwright
Mobile Home Sales Worker
Noise Pollution Control Engineer
Nursery Manager
Ornamental Metal Worker
Painter and Paperhanger
Painting Contractor
Pipe Fitter
Pipe Layer
Plasterer
Plumber
Plumber Master
Plumbing Estimator
Plumbing Inspector
Regional Planner
Roofer
Roofing Contractor
Rural Real Estate Appraiser
Safety Engineer
Sheet Metal Worker
Spray Painter
Stonecutter
Structural Draftsman
Tile Setter
Tool and Die Maker
Urban Real Estate Appraiser
Welder
Well Drilling Operator

Consumer and Homemaking Education

General Breakdown

Food
Family Economics and Home Management
Housing and Household Equipment
Family Relations and Child Development
Texile and Clothing
Extension Service

Specific Job Examples

Adoption Social Worker
Apartment Locater
Baker
Biochemist, Supervising
Bridal Consultant
Clothing Designer
Comparison Shopper
Dietitian
Drapery Estimator
Dressmaker
Executive Chef
Family Financial Counselor
Fashion Coordinator
Fashion Coordinator/Model
Fashion Designer
Federal Food and Drug Inspector
Food Broker
Food Chemist
Food Demonstrator
Food Editor
Food Processing Manager
Food Service Director
Food Technologist
Framer, Picture
Head Start Teacher
Health Food Store Owner
Home Cleaning Service Manager
Home Demonstration Agent
Home Extension Agent
Home Economics Teacher
Housekeeper
Housekeeper, Executive
Interior Designer
Marriage Counselor
Nursery School Attendant
Nutritionist
Professional Baby-sitter
Recreation Director
Sewing Contractor
Sewing Instructor
Social Worker
Stuffed Animal Designer
Teacher, Head Start
Therapeutic Dietitian
Upholsterer
Welfare Director
Youth Organization Executive

Medical Assistant—Secretary
Medical Equipment Serviceman
Medical Laboratory Assistant
Medical Librarian
Medical Photographer
Medical Record Librarian
Medical Record Technician
Medical Record Technician, Accredited
Medical Social Worker
Medical Technologist
Mental Health Specialist
Municipal Health Officer
Music Therapist
Nurse—Midwife
Nurses' Aid/Ward Clerk
Nursing Education Director
Nursing Home Administrator
Nursing Home Administrator's Aid
Nutritionist
Occupational Health Nurse
Occupational Therapist
Operating Room Technician
Opthalmologist
Optician
Optometric Assistant
Optometrist
Orthodonist
Orthoptist
Osteopathic Physician
Parasitologist
Pathologist
Pathologists' Assistant
Pediatric Assistant
Pediatrician
Periodontist
Pharmcist
Pharmacologist
Physical Therapist
Physician, Family
Physician's Assistant
Podiatrist
Podiatrist (Chiropodist)
Private Tutor
Psychiatric Aide
Psychiatric, Child
Psychiatric Nurse
Psychiatric Social Worker
Psychiatric Technician
Psychiatric, General
Psychiatrist
Public Health Nurse
Radiation Therapy Technologist
Radiologist
Renal Dialysis Technician
Registered Nurse
R.N. Medical Assistant
Respiratory Therapist
Safety Engineer
School Nurse
Speech Clinician
Speech Pathologist
Sport Biochemist
Surgeon's Assistant
Surgical Nurse
Teacher of Hearing Impaired
Teacher of Mentally Retarded
Therapeutic Dietician
Therapeutic Recreation Supervisor
Therapies Supervisor, Activity
Therapy Technologist, Radiation
Toxicologist
Veterinarian
X-Ray Technician
X-Ray Technologist

Manufacturing

General Breakdown
Management
Technicians
Semiskilled Workers
Scientists
Craft Workers
Unskilled Laborers
Engineers
Skilled Workers

Specific Job Examples

Aeronautical Engineer
Air Conditioning and Refrigeration Engineer
Anodizer
Artificial Limb Maker
Auto Design Engineer
Automobile Body Repair Worker
Bacteriologist
Baker
Belt Maker
Biomedical Electronics Technician
Blacksmith
Blueprinting-Machine Operator
Bookbinder, Hand
Broommaker
Cabinetmaker
Candy Production Superintendent
Ceramics Engineer
Chemical Engineer
Chemical Laboratory Technician
Coil Winder
Computer Design Engineer
Consulting Chemist
Contact Lens Technician
Custom Drapery Maker
Custom Shoe Fitter
Darkroom Technician
Design and Development Engineer
Electronical Engineer
Electronic Assembler
Electronic Engineer
Electronic Inspector
Electronics Draftsman
Electronics Technician
Electroplater
Engineer, Air Conditioning
Engineer, Materials
Engineer, Safety
Engineering Technician Supervisor
Extractive Metallurgist
Extruder Operator (Plastics)
Factory President, Kite
Factory Sewer
Factory Supervisor, Travel Vehicle
Fashion Designer
Food Chemist
Food Processing, Plant Manager
Food Processing
Foundry Co. Manager
Foundry Molder
Framer, Picture
Furniture Designer
Furniture Refinisher
Furrier
Garment Cutter
Gem Cutter
Glassblower
Goldsmith
Greeting Card Artist
Greeting Card Editor
Gunsmith
Heat Transfer Engineer
Illuminating Engineer
Industrial Engineer
Industrial Instrument Repairman
Industrial Insulator
Industrial Production Technician
Industrial Psychologist
Industrial Technologist
Industrial Training Director
Inventory Supervisor
Knitting Machine Operator
Linotype Operator
Locksmith
Log Pole Skidder Operator
Machine Shop Superintendent
Machine Tool Operator
Machinist
Machinist-Toolmaker
Materials Engineer
Mathematician
Mattress Maker
Mechanic, Air Conditioning and Refrigeration
Mechanical Design Engineer
Mechanical Draftsman
Mechanical Engineer
Mechanical Engineering Technician
Mechanical Repair Worker
Metal Fabrication Executive
Milliner
Millwright
Molder (Plastics)
Offset Printing Camera Worker
Oil Refinery Laboratory Technician
Organ Builder
Paint Chemist
Paper Chemist
Paper Machine Operator
Paper Mill Oiler
Paper Tester
Parachute Inspector
Pasteurizer
Patent Attorney
Pattern Chart Writer
Patternmaker (Foundry)
Patternmaker (Garment Industry)
Petroleum Engineer
Picture Frame Maker
Plastics Chemist
Potter
Power Loom Operator
Power Sewing Machine Operator
Printed Curcuit Board Worker
Printing Co. Owner
Printing Press Operator, Web
Potter, Professional
Project Engineer, Aerospace
Punch Press Operator
Radiation Monitor
Refrigeration Estimator
Research Chemist
Rubber Chemist
Saddler
Safety Engineer
Sandblaster
Service Engineer
Service Worker, Appliance
Setup Man (Machine Tools)
Sewing Contractor.
Sheet Metal Worker
Silversmith
Stationary Engineer
Stillman (Petroleum Refinery)
Textile Designer
Time and Motion Study Technician
Tool and Die Maker
Tool-Crib Attendent
Tool Designer
Toy Company Manager
Upholsterer
Welder
Work Distributor (Garment Industry)

Marine Science

General Breakdown

- Research
- Fishing
- Surface and Onshore Support
- Mineral and Chemical Extraction
- Aquaculture
- Offshore Drilling
- Marine Technology and Engineering

Specific Job Examples

- Architectural Draftsman
- Astronomer
- Atomic Scientist
- Biologist
- Botanist
- Ceramics Engineer
- Commercial Diver
- Design and Development Engineer
- Fish and Wildlife Conservationist
- Geographer
- Geologist
- Hydraulic Engineer
- Hydrologist
- Ichthyologist (Zoology Specialist)
- Marine Surveyor
- Oceanographer
- Petroleum Geologist
- Physical Chemist
- Physical Metallurgist
- Pipe Layer
- Underwater Archaeologist
- Underwater Photographer
- Zoologist

Marketing and Distribution

General Breakdown

- Marketing Management
- Sales Promotion and Training
- Related Business Services
- Market Research and Analysis
- Selling
- Purchasing
- Physical Distribution

Specific Job Examples

- Able Seaman
- Admissions Director, College
- Advertising Account Supervisor
- Advertising Manager
- Advertising Secretary
- Airline Reservations Sales Clerk
- Alarm System Serviceman
- Apartment Locator
- Appliance Repairman
- Auctioneer
- Automobile Sales Manager
- Automobile Salesman
- Biomedical Electronics Technician
- Bookstore Owner
- Bridal Consultant
- Camera Repairman
- Camera Sales Worker, Retail
- Cashier
- Catalog Order Clerk
- Catalog Writer
- Chain Store Buyer
- Chain Store Manager
- Check-out Clerk
- City Desk Worker
- Commercial Artist
- Communication Equipment Sales Worker
- Construction Machinery Dealer
- Cosmetics Demonstrator
- Cosmetic Marketer
- Crafts Shop Owner
- Customer Engineer (Computer Industry)
- Delivery Service Driver
- Display Artist
- Elevator Installer
- Estate Sale Conductor
- Fashion Illustrator
- Fashion Merchaniser
- Fashion Model
- Fashion Model/Coordinator
- Fashion Photographer
- Feed Mill Manager
- Financial & Insurance Market Representative
- Fire Equipment Sales Worker
- Fleet Manager
- Food Broker
- Foreign Trade Researcher
- Freight Solicitor
- Fund-Raiser
- Furnace Cleaning Serviceman
- Furniture Dealer
- Furrier
- Geographer, Industrial
- Gift Shop Manager
- Gift Shop Owner
- Grain Elevator Manager
- Grocery Store Manager
- Hardware Store Manager
- Health Food Store Manager
- Health Food Store Owner
- Hearing Aid Consultant
- Heating Mechanic
- Hospital Purchasing Manager
- Importer
- Industrial Sales Manager
- Industrial Traffic Manager
- Jeweler
- Jeweler, Retailer
- Livestock Buyer
- Livestock Commission Agent
- Lumberyard Manager
- Lumberyard Worker
- Manufacturer's Representative
- Market Research Analyst
- Market Research Interviewer
- Meat Cutter
- Mechanic, Air Conditioning & Refrigeration
- Mechanic, Vending Machine
- Mechanical Repair Worker
- Men's Wear Merchandiser

- Merchandise Marker
- Merchandising Manager
- Milk Truck Driver
- Mobile Home Sales Worker
- Motorcycle Dealer
- Musical Instrument Repair Worker
- Musical Instrument Sales Worker
- Newpaper Classified Manager
- Package Designer
- Paper Sales Worker Merchandiser
- Pet Shop Manager
- Pharmaceutical Representative
- Pharmacist
- Picture Framer
- Public Relations Director
- Rack Jobber (Phonograph Records)
- Radio Advertising Sales Worker
- Refrigeration Mechanic
- Sales and Service Engineer
- Sales Manager Assistant, Clothing
- Salesclerk
- Sales Worker, Men's Wear
- Sales Worker, Milk Route
- Sales Worker, Women's Apparel
- Securities Sales Worker
- Service Engineer
- Service Station Dealer
- Service Station Equipment Installer
- Service Worker, Appliance
- Shipping Clerk
- Shipping Materials Buyer
- Shopping Center Manager
- Sign Painter
- Silversmith/Shop Manager
- Speciality Salesperson
- Sprinkler System Installer
- Stamp and Coin Dealer
- Statistician
- Steamship Engineer
- Store Detective
- Store Display Designer
- Supermarket Manager
- Surgical Supply Representative
- Swimming Pool Maintenance Man
- Technical Illustrator
- Technical Writer
- Television Repair Worker
- Truck Driver (Local)
- Truck Driver (Over-the-Road)
- Truck Trailer Dealer
- Vending Machine Service-Man
- Vending Route Operator
- Warehouse Supervisor
- Water Softner Maintenance Worker
- Women's Apparel Shop Manager

Personal Services

General Breakdown

- Domestic Services
- Drycleaning, Laundry, and Apparel Services
- Food and Beverage Preparation and Services
- Lodging and Related Services
- Stewards, Attendants, and Miscellaneous Personal Services
- Barbering, Cosmetology, and Related Services
- Domestic Animal Care

Specific Job Examples

- Aide to Elderly Family, Live In
- Airline Host
- Animal Keeper
- Baker
- Barber
- Beautician
- Beauty Operator
- Beauty School Instructor
- Cemetarian
- Charm School Instructor
- Chef, Executive
- Clergyman
- Cosmetologist
- Custom Tailor
- Dog Trainer
- Dressmaker
- Driver-Training Instructor
- Dry Cleaning Shop Manager
- Dry Cleaning Shop Owner
- Employment Counselor
- Exterminator
- Family Service Social Worker
- Food Service Director
- Funeral Director
- Garbage Hauling Manager
- Grounds Custodian/Delivery Worker
- Hotel Bell Captain
- Hotel Clerk/Assistant Manager
- Hotel Manager
- House Parent
- Housekeeper-Companion
- Housekeeper, Executive
- Kennel Operator
- Kennel Owner
- Landscape Architect
- Laundry Plant Superintendent
- Marriage Counselor
- Military Chaplain
- Missionary
- Mortician
- Newcomer Greeter
- Nursery School Attendent
- Nursery School Teacher
- Painter and Paperhanger
- Parish Worker
- Piano Tuner
- Private Investigator
- Private Tutor
- Professional Baby-Sitter
- Radio/Television Repairer
- Ranch Hostess
- Shoe Repairer
- Tax Consultant
- Taxi Cab Driver
- Taxidermist
- Veterinarian
- Weaver (Repairing)

Public Services

General Breakdown

- Administration and Regulatory Services
- Public Utilities
- Public Transportation
- Urban Development
- Protective Services
- Public Health
- Social Services, Rehabilitation, Correction
- Education
- Post Office
- Labor Affairs
- Parks and Recreation

Specific Job Examples

- Activity Therapies Supervisor
- Air Force NCO
- Airport Security Assistant
- Animal Control Warden
- Army Parachute Rigger Instructor
- Assessor
- Assessor, County Tax
- Astronaut
- Astronomer
- Attorney, District
- Bank Cashier
- Bank Officer
- Bank Teller
- Bookmobile Librarian
- Building Inspector
- Cartographer
- City Attorney
- City Borough Manager, Assistant
- City Engineer
- City Manager
- City Planner
- Civil Defense Director
- Civil Engineering Technician
- College Administrator
- College Admissions Director
- College Dean
- College Instructor
- College Placement Officer
- College Registrar
- Community Services Administrator
- Cooperative Extension Agent
- Correction Officer
- Council Worker's Assistant
- Counselor, High School Guidance
- Counselor, Supervisor, Employment
- Court Reporter
- Credit Card Investigator
- Criminalist
- Cryptographer
- Customs Director
- Customs Inspector/French
- Dean, Business School
- Dean of Students, Assistant
- Deputy Court Clerk
- Director of Secondary Education
- Driver's Education Instructor
- Driver's License Examiner
- Economist
- Education Director, Christian
- Electrical Substation Operator
- Elementary Education Specialist
- Elementary School Principal
- Elementary School Teacher
- Engineering Geologist
- Environmental Engineer
- Environmental Planner
- Environmental Protection Chemist
- Family Service Social Worker
- FBI Agent
- Federal Food and Drug Inspector
- Film Librarian
- Financial Aid Officer
- Fingerprint Identification Expert
- Fire Captain
- Fire Fighter
- Fire Inspector
- Fire Investigator
- Food Technologist
- Foreign Service Officer
- Foreign Student Adviser (University Level)
- Geographer
- Handicapped-Placement Specialist
- Handwriting Expert
- Heating Inspector
- High School Counselor
- High School Teacher
- Highway Engineer
- Highway Patrol Officer
- Home Economics Teacher
- Immigration Inspector
- Immigration Lawyer
- Immigration Officer
- Industrial Arts Teacher
- Internal Revenue Agent
- Juvenile Court Judge
- Kindergarten Teacher
- Labor Market Specialist
- Labor Relations Manager
- Lake Patrol Officer
- Lawyer
- Legal Aid Attorney
- Legal Paraprofessional
- Legislative Lobbyist
- Librarian, Children's
- Librarian, College Reference
- Librarian, State Law
- Library Technician
- Lifeguard-Water Safety Instructor
- Line Worker (Light and Power Industry)
- Mail Carrier
- Meat Inspector
- Meter Reader
- Missionary Teacher
- Municipal Health Officer
- Municipal Public Relations Officer
- Newspaper Public Service Director
- Nursery School Attendent
- Park Ranger
- Parking Meter Monitor
- Patent Examiner
- Personnel Development Specialist
- Physical Education Teacher
- Plumbing Inspector
- Police Detective
- Police Dispatcher
- Police Officer
- Police Officer, Human Relations
- Police Ranger, Texas

Police Trooper, State
Policeman
Political Officeholder
Political Scientist
Pollution Control Engineer, Land
Pollution Control Engineer, Noise
Polygraph Examiner
Post-Office Clerk
Postal Clerk
Postal Customer Services Director
Power Plant Engineer
Probation Officer
Project Engineer
Property Clerk
Public Defender
Public Health Nurse
Public Librarian
Public Stenographer
Reading Specialist
Real Estate Title Abstractor
Reference Assistant, Chief
Refuse Hauling Manager
Regional Planner
Regional Superintendent, Park
Research Psychologist
Safety Engineer
Sanitary Engineer
Sanitary Inspector
School Aide
School Athletic Coach
School Band Director
School Headmaster, Independent
School Librarian
School Nurse
School Principal
School Psychologist
School Secretary
School Social Worker
School Superintendent
Security Director, College
Security Specialist
Sheriff
Social Worker
Social Worker, Adoption
Space Communications Scientist
Special Class Teacher
Special Librarian
Superintendent of Schools
Teacher, College Math
Teacher, Head Start
Teacher, High School Government
Teacher, High School Law
Teacher of the Blind
Teacher of the Deaf
Teacher of the Mentally Retarded
Teachers' Union Representative
Therapeutic Recreation Specialist
Therapeutic Recreation Supervisor
Translator
Treasury Enforcement Agent
Trial Lawyer
Turbine Operator
Tutor, Private
Union Manager
Vista Volunteer
Vocational Education Director
Volunteer Workers Coordinator
Wastewater Treatment Plant Operator
Welfare Director
Youth Association Executive
Youth Emergency Service Director
Youth Group Field Director
Youth Probation Officer

Recreation and Hospitality (Tourism)

General Breakdown

Commercial and Noncommercial Travel Bureaus
Travel Agencies
Public, Industrial, and Private Recreation (Commericial and Noncommercial)
Transportation
Recreation Concerned with Natural Resources

Specific Job Examples

Airline Host
Animal Keeper
Astrologer
Athletic Director
Athletic Team Trainer
Baseball Coach, College
Baseball Umpire
Bowling Alley Proprietor
Bowling Lanes Counterman
Boxer
Cafeteria Manager
Camp Director
Campground Manager
Canoe Outfitter
Caterer

Chief Cook
Circus Clown
Clown
Entertainer, Nightclub
Golf Professional
Greenskeeper
Head Waiter
Health Club Manager
Health Spa Manager
Hobby Shop Manager
Hockey Coach-General Manager
Horse Trainer
Hotel Clerk/Assistant Manager
Hotel Housekeeper
Hotel Manager
Hotel Purchasing Agent
Jockey
Judo Instructor
Kennel Owner
Lifeguard Chief
Live Bait Supplier
Marina Manager
Motel Manager
Motion Picture Projectionist
Motorcycle Dealer
Mountain-Climbing Guide
Movie Extra
Pantonomist
Park District Recreation Director

Park Ranger
Professional Baseball Player
Professional Basketball Player
Professional Bowler
Professional Football Player
Professional Hockey Player
Professional Ice Skater
Race Car Driver
Ranch Hostess
Recreation Director
Restaurant Manager
Riding Instructor
Room Clerk (Hotel/Motel)
Skating Instructor, Figure
Ski Area Owner
Ski Instructor
Ski Resort Manager
Sport Biochemist
Sporting Goods Manager
Sports Information Director
Stable Manager
Swimming Pool Contractor
Tennis Professional
Theater Manager
Tourist Guide
Trapeze Artist
Travel Agent
Travel Information Specialist
Ventriloquist
Waiter/Waitress
Waitress/Cocktail
Wild Animal Trainer
Youth Organization Executive
Zoo Commissary Manager
Zookeeper

Transportation

General Breakdown

Highway Transportation
Pipeline Transportation
Rail Transportation
Water Transportation
Airborne Transportation

Specific Job Examples

Air Traffic Control Supervisor
Air Traffic Controller
Aircraft Mechanic
Airline Freight Handler
Airline Host
Airline Reservationist
Airline Reservations Sales Agent
Airline Station Agent
Airplane Inspector
Airplane Pilot
Airport Manager
Airport Security Assistant
Airport Serviceman
Auto Body Worker
Auto Wrecker
Automobile Body Repair Worker
Automobile Designer
Automobile Mechanic
Automobile Painter
Automobile Parking Garage Manager
Automobile Service Manager
Automotive Parts Man
Bus Driver
Car Dealer Office Manager
Car-Rental Agent
Car Wash Manager
Custom House Broker
Diesel Mechanic
Drivers' Education Instructor
Fleet Manager
Flight Attendant
Flight Engineer
Flight Instructor
Freight Dispatcher
Freight Solicitor
Helicopter Pilot
Highway Engineer
Hydraulic Engineer
Industrial Traffic Manager
Jet Engine Mechanic
Locomotive Engineer
Longshore Worker
Mechanical Design Engineer
Merchant Ship Oiler
Moving Van Driver
Port Director
Radar Controller
Railroad Brakeman
Railroad Conductor
Railroad Division Supervisor
Railroad Industrial Agent
Railroad Passenger Representative
Railroad Station Agent
Rate Clerk
River Pilot
Sales Worker, Milk Route
Service Station Dealer
Service Station Operator
Ship's Mate
Ship's Purser
Shipping Materials Buyer
Shuttle Bus Driver
Signal Department Worker
Steamship Owner/Operator
Taxicab Dispatcher
Taxicab Driver
Traffic Engineer
Train Dispatcher
Translator
Transportation Planner
Truck Dock Supervisor
Truck Driver (Local)
Truck Driver (Over-the-Road)
Truck Trailer Dealer

Career being rated: ______________________________

Name of Student: ______________________________

Following are nine values that should be considered when choosing a career. Please rate what you think the occupation is like separately from your own life values.

Use a rating point scale of 0-10. Zero being low and ten being high.

Value	Occupational Rating	Personal Rating
Responsibility		
Home life		
Influence		
Status		
Security		
Creativity		
Wages		
Variety		
Advancement		

Once you finish your rating compare your scores with the occupational scores. What is your observation? ______________________________

____

____

____

OCCUPATIONAL RESEARCH PAPER ASSIGNMENT
FOR CAREER AWARENESS CLASS

Instructor: Mr. LeRoy R. Boespflug

Part 1 COVER PAGE
- (A) POSSIBLE DRAWINGS
- (B) NAME OF OCCUPATION
- (C) NAME OF STUDENT
- (D) CLASS
- (E) DATE
- (F) NAME OF INSTRUCTOR

Part 2 TABLE OF CONTENTS
- (A) PAGE NUMBERS AND INFORMATION CONTAINED

Part 3 INTRODUCTION
- (A) WHY I CHOSE THIS OCCUPATION
- (B) HOW I SEE MYSELF IN THIS TYPE OF WORK
- (C) COULD THIS BE A LIFE CAREER FOR ME

Part 4 INFORMATION PORTION (BODY)
- (A) OCCUPATIONAL INFORMATION SUCH AS:

1. BACKGROUND OF THE OCCUPATION – Reliability, growth and consistency. (history)
2. EDUCATION/TRAINING – High School, vocation technical school, college, apprenticeship and cost of education, financial assistance available. (Types of Classes taken)
3. PERSONAL REQUIREMENTS – Age, physical, mental temperment, personality, aptitudes, lifestyle, and specific skills.
4. EMPLOYMENT OPPORTUNITIES – Entry occupations, promotions, related occupations, sectional employment and seasonal variations.
5. EMPLOYMENT INFORMATION – Present and future outlook, hours, and shifts, duties, working conditions, and organizational membership.
6. BENEFITS – Salary range at various levels, retirement, sick leave, insurance and vacations.
7. ANY ADDITIONAL INFORMATION (The above are only suggestions.)
8. BE CREATIVE AND DEVELOP A VERY GOOD PAPER

Part 5 INTERVIEW WITH WORKER IN CAREER AREA (see page 45)

Part 6 SUMMARY
- (A) GENERAL SUMMARIZATION STATEMENT OF THE OCCUPATION
- (B) NOW THAT YOU HAVE CONCLUDED THE RESEARCH HOW DO YOU FEEL ABOUT ENTERING THIS OCCUPATION AREA?

Part 7 BIBLIOGRAPHY
- (A) LIST OF WHERE YOU OBTAINED THE INFORMATION AND THE PAGE NUMBERS.

HOW IS THE OCCUPATION RESEARCH PAPER GRADED

- (A) FINISHED PAPER MUST BE BOUND (STAPLER MAY BE USED)

1. Paper must have a neat cover page (drawings may be used)
2. Place your name, teachers name, name of occupation and date on the cover page.
3. Use paper without lines.
4. Use only one side of paper.

5. Write neatly (use ink) or type (if typed, double space).
6. Use drawings and graphs to help illustrate information.
7. Be original (only in isolated cases will duplicated materials be accepted as a part of the paper).
8. All pages will be full size (8½ by 11).

(B) YOU MUST COVER THE OCCUPATION THROUGHLY There is no set numbers of pages for the paper.

(C) You must do an adequate job on this paper in addition to your regular day to day work in order to get your ¼ credit.
Late papers will receive a reduced grade.

(D) This is a required class. Failure to pass the class will require repeating it.

Career Information Interview Guide

(To be used in the occupational research paper)

The purpose of a career information interview is to obtain information from a person who has been employed for at least 10 years. Try to understand the various things which influenced his or her career.

Following are some questions that you might ask the person being interviewed to discuss:

1. Describe the different jobs you have had beginning with your first job and ending with your present job.
2. What influenced you to choose these jobs or to change jobs?
3. What training and/or experience have you had which help you to do your present job?
4. How did you go about finding your jobs?
5. When did you decide to go into your present field of work?
6. What personal satisfactions do you get from your work?
7. What kind of experiences might help a young person find out if he would enjoy doing a job like yours?
8. What do you dislike about your job?
9. What are your future job goals?
10. If you had to do it again, would you enter the same kind of work?

INDIVIDUAL CAREER RESEARCH UNIT

Page 1

MY NAME ______________________________

What occupation have you selected to investigate? ______________________________

For what reasons have you selected this occupation? ______________________________

____

____

____

Answer the following questions during your occupational research.

What would my day to day job consist of (what tasks would I perform)? ______________________________

____

____

____

What would the working conditions be (indoor/outdoor, hot/cold, noisy/quiet, etc.)? ______________________________

____

____

Is the work year round or seasonal, long and irregular hours, or regular 8 hour day, stationary or traveling a great deal, etc? ______________________________

____

____

What personal qualities do I need for this type of work? (a) mental abilities and/or aptitudes (how much scholastic ability, verbal, scientific, mathematical, clerical, mechanical, etc.? ______________________________

____

____

____

____

(b) Physical abilities required (height, weight, strength, enduring, etc.)? ______________________________

____

____

(c) Interest requirements, (Data, people, things, indoor, outdoors, etc.)? ______________________________

____

____

What is the future outlook for this occupation? ______________________________

____

____

What is the rate of pay (beginning/experienced, etc.)?

Are there any fringe benefits, (vacation with pay, overtime, sick leave, pension plan, etc.)?

What are the advantages of working in such an occupation?

What are the disadvantages of working in such an occupation?

What is the potential for promotions in this occupation area? (I would start as a ? and be promoted how?)

What related areas might I option to if I so desired?

What education is required for entry level employment?

What experience background is required for entry level employment?

Where might I gain post-secondary education?

INDIVIDUAL VALUES

ATTITUDE SURVEY

What is Important To YOU

An individual's attitudes often have a great deal of effect on the satisfaction he gets from his/her life or his/her job. All people are unique. People are mainly different from the standpoint of what they regard to being important for their own satisfaction.

On the following pages you will find an attitude survey. It is not a test, by any means. A statement is right only if it fits you personally. It is designed to be used only by you to assess and reflect on your attitudes towards work.

Before completing the survey answer the following question.

At this point in my life the following occupational choice appeals to me very much? ____

With this occupational choice in mind mark your work preferences on the following pages.

_____ 1A I would like to work at a job which can be done out-of-doors (weather permitting).

_____ 1B I would like to work at a job which will be done primarily inside.

_____ 2A I would enjoy a job which required a great deal of traveling.

_____ 2B I would not want a job which required a great deal of traveling.

_____ 3A The community or area in which I want to live is more important than the type of work I want to do.

_____ 3B The type of work I want to do is more important than the community in which I live.

_____ 4A I prefer to be paid on a regular salary either on an hourly, weekly, monthly, or yearly basis.

_____ 4B I am willing to be paid on the basis of how much value I contribute to the company – either piecework, commission or productivity.

_____ 5A I prefer a job which I can perform primarily with my hands.

_____ 5B I prefer a job which requires me to use my mind a great deal of the time.

_____ 6A I would prefer to be self-employed.

_____ 6B I would prefer to work for someone else.

_____ 7A I would like to be in a supervisory position.

_____ 7B I am not interested in the responsibilities of being a supervisor.

_____ 8A I would like to work for a large company (over 200 employees).

_____ 8B I would like to work in a small company (under 200 employees).

_____ 9A My main interests in working is to make a great deal of money.

_____ 9B My main interests in working are to provide for my basic needs and to let me enjoy my leisure time pursuits.

_____ 10A I would like to plan a career in which I would always take care of my own or my family's needs.

_____ 10B I consider my plans to work only in terms of providing immediate income and not in the sense of developing a life long career.

_____ 11A I am willing to commit myself to an educational program beyond high school to prepare me for my career choice.

_____ 11B I plan to enter work directly out of high school.

_____ 12A I would like to work in a situation where there is a lot of interaction among the workers.

_____ 12B I would like to work at a job where there is little interaction among the workers as a part of their work.

_____ 13A I enjoy working at a job where I have to meet with and help the public.

_____ 13B I prefer working in a situation where I do not have to work with customers and I associate primarily with my co-workers.

_____ 14A I would like a job where I am told exactly what is expected of me, and there are definite procedures to follow to do my work.

_____14B I would like a job where I am expected to develop my own solutions to those problems given me, or I am expected to devise my own procedures for performing my work.

_____15A I would enjoy a job where my work can be completed during regular working hours and I can use my leisure time for other activities.

_____15B I would enjoy a job where I would be expected to make my work a part of my total life pattern both during and after regular working hours.

	*When completing this page keep in mind the requirements of your occupational choice listed on page 51.	This attitude would support or have a positive effect on my career choice.	This attitude would have no effect on my career choice.	This attitude would NOT support or would have a NEGATIVE effect on my career choice.
1A 1B	Work outside Work inside			
2A 2B	Extensive travel Limited or no travel			
3A 3B	Location important Work outweighs location			
4A 4B	Prefer regular salary Compensation by productivity			
5A 5B	Manual work Intellectual work			
6A 6B	Prefer self-employment Prefer working for someone			
7A 7B	Like to supervise Prefer not to supervise			
8A 8B	Prefer large company Prefer small company			
9A 9B	High earnings important Earnings not of primary importance			
10A 10B	Work regarded as career Work regarded for supplemental needs			
11A 11B	Post high education planned Immediate employment desired			
12A 12B	Prefer co-worker social interaction Prefer little co-worker social interaction			
13A 13B	Work with public Dislike public contact			
14A 14B	Prefer explicit directions Like making work decisions			
15A 15B	Regular working hours Total life career involvement			

VALUES APPRAISAL SCALE

This scale provides a brief, simple means of appraising your values.

RATING PROCEDURE

You will read 100 statements indicative of 10 defined values
If a statement is definitely true, circle the 10.
If the statement if mostly true, circle the 7.
If you are undecided whether a statement is true or false, circle the 5.
If a statement is mostly false, circle the 3.
If a statement is definitely false, circle the 0.

		Definitely true	Mostly true	Undecided	Mostly false	Definitely false
1.	I have a regular physical checkup by my doctor every year.	10	7	5	3	0
2.	I will regularly take my children to church services.	10	7	5	3	0
3.	I enjoy attending musical concerts.	10	7	5	3	0
4.	It is important to me to have a lot of friends.	10	7	5	3	0
5.	I donate to charities that I feel are worthwhile.	10	7	5	3	0
6.	I envy the way movie stars are recognized wherever they go.	10	7	5	3	0
7.	I would like to have enough money to retire by the time I am 50.	10	7	5	3	0
8.	I would rather spend an evening at home with my family than out with friends.	10	7	5	3	0
9.	I enjoy making decisions which involve other people.	10	7	5	3	0
10.	If I had the talent, I would like to write songs.	10	7	5	3	0
11.	I have a close relationship with either my mother or father.	10	7	5	3	0
12.	I have taught a Sunday school class or otherwise taken an active part in my church.	10	7	5	3	0
13.	I am willing to spend time helping another student who is having difficulty with his studies.	10	7	5	3	0

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		Definitely true	Mostly true	Undecided	Mostly false	Definitely false
14.	Even at the same salary, I would rather be boss than just another worker.	10	7	5	3	0
15.	I have a special appreciation for beautiful things.	10	7	5	3	0
16.	If I had the talent, I would like to appear regularly on television.	10	7	5	3	0
17.	I would like to counsel people and help them with their problems,	10	7	5	3	0
18.	I would enjoy associating with movie stars and other celebrities.	10	7	5	3	0
19.	I have a regular dental check up at least once a year.	10	7	5	3	0
20.	I enjoy writing short stories.	10	7	5	3	0
21.	I would rather spend a summer working to earn money than to go on a paid vacation.	10	7	5	3	0
22.	I like to attend parties.	10	7	5	3	0
23.	I think it would be fun to write a play.	10	7	5	3	0
24.	I believe in a God who answers prayers.	10	7	5	3	0
25.	I prefer being an officer rather than just a club member.	10	7	5	3	0
26.	I would spend my last $100 for needed dental work rather than for a week's vacation in my favorite resort.	10	7	5	3	0
27.	I enjoy giving presents to members of my family.	10	7	5	3	0
28.	If I were a teacher, I would rather teach poetry than mathematics.	10	7	5	3	0
29.	I often daydream about things I would like to have if I had the money.	10	7	5	3	0
30.	I enjoy giving parties.	10	7	5	3	0
31.	I am willing to write letters for old or sick people.	10	7	5	3	0
32.	It would be very satisfying to act in movies or television.	10	7	5	3	0

		Definitely true	Mostly true	Undecided	Mostly false	Definitely false
33.	When I am ill, I usually see or call a doctor.	10	7	5	3	0
34.	I believe that tithing (giving 1/10 of one's earnings to the church) is one's duty to God.	10	7	5	3	0
35.	I enjoy taking part in the dicussion at the family dinner table.	10	7	5	3	0
36.	I enjoy visiting art museums.	10	7	5	3	0
37.	I like to write poetry.	10	7	5	3	0
38.	I like to be around other people most of the time.	10	7	5	3	0
39.	When with a friend, I like to be the one who decides what we will do or where we will go.	10	7	5	3	0
40.	Someday I would like to live in a large, expensive house.	10	7	5	3	0
41.	I pray to God about my problems.	10	7	5	3	0
42.	If I knew a family which had no food for Christmas dinner, I would try to provide it.	10	7	5	3	0
43.	I like to spend holidays with my family.	10	7	5	3	0
44.	I like to see my name in print (newspapers).	10	7	5	3	0
45.	I would rather take a class in freehand drawing than a class in mathematics.	10	7	5	3	0
46.	I do not like to spend an entire evening alone.	10	7	5	3	0
47.	If the salary were the same, I would rather be a school principal than a classroom teacher.	10	7	5	3	0
48.	I have expensive tastes.	10	7	5	3	0
49.	I can tell the difference between a really fine painting or drawing and an ordinary one.	10	7	5	3	0
50.	If I had regular headaches, I would consult a doctor even if aspirin seemed to lessen the pain.	10	7	5	3	0
51.	I have several very close friends.	10	7	5	3	0
52.	I expect to provide music lessons for my children.	10	7	5	3	0

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		Definitely true	Mostly true	Undecided	Mostly false	Definitely false
53.	It is important that grace be said before meals.	10	7	5	3	0
54.	I sometimes miss sleep to visit late with company.	10	7	5	3	0
55.	I usually get a least 8 hours' sleep each night.	10	7	5	3	0
56.	I like to design things.	10	7	5	3	0
57.	I would like to be looked up to for my accomplishments.	10	7	5	3	0
58.	I would feel a sense of satisfaction from nursing a sick person back to health.	10	7	5	3	0
59.	I care what my parents think about the things I do.	10	7	5	3	0
60.	I daydream about making a lot of money.	10	7	5	3	0
61.	I like to be the chairman at meetings.	10	7	5	3	0
62.	It is thrilling to come up with an original idea and put it to use.	10	7	5	3	0
63.	I believe there is a life after death.	10	7	5	3	0
64.	I would welcome a person of another race as a neighbor.	10	7	5	3	0
65.	If I were in the television field, I would rather be an actor than a script writer.	10	7	5	3	0
66.	I enjoy decorating my room at home.	10	7	5	3	0
67.	I enjoy a picnic with my family.	10	7	5	3	0
68.	As an adult, I want to earn a much higher salary than the average worker.	10	7	5	3	0
69.	I am careful to eat a balanced diet each day.	10	7	5	3	0
70.	I often influence other students concerning the classes in which they enroll.	10	7	5	3	0
71.	I would like to be written up in Who's Who.	10	7	5	3	0
72.	I read the Bible or other religious writings regularly.	10	7	5	3	0

		Definitely true	Mostly true	Undecided	Mostly false	Definitely false
73.	If I were in the clothing industry, I would enjoy creating new styles.	10	7	5	3	0
74.	I look forward to an evening out with a group of friends.	10	7	5	3	0
75.	When I am with a group of people, I like to be the one "in charge."	10	7	5	3	0
76.	I dislike being financially dependent on others.	10	7	5	3	0
77.	When a friend is in trouble, I feel I must comfort him.	10	7	5	3	0
78.	I love my parents.	10	7	5	3	0
79.	I never skip meals.	10	7	5	3	0
80.	I have a collection of phonograph records.	10	7	5	3	0
81.	I have a particular friend with whom I discuss my personal problems.	10	7	5	3	0
82.	I believe that God created man in his own image.	10	7	5	3	0
83.	I enjoy buying clothes for members of my family.	10	7	5	3	0
84.	I enjoy having people recognize me wherever I may be.	10	7	5	3	0
85.	I like planning activities for others.	10	7	5	3	0
86.	I do not smoke.	10	7	5	3	0
87.	I feel good when I do things which help others.	10	7	5	3	0
88.	Someday, I would like to write a novel.	10	7	5	3	0
89.	I would put up with undesirable living conditions in order to work at a job that paid extremely well.	10	7	5	3	0
90.	I belong to several clubs and organizations.	10	7	5	3	0
91.	If I ask God for forgiveness, my sins are forgiven.	10	7	5	3	0
92.	I would enjoy having my picture in the school yearbook more than it has been in the past.	10	7	5	3	0
93.	I often organize group activities.	10	7	5	3	0

		Definitely true	Mostly true	Undecided	Mostly false	Definitely false
94.	When I see a newly constructed building, I consider its beauty as much as its practical use.	10	7	5	3	0
95.	I respect my mother and father.	10	7	5	3	0
96.	I like to design or make things that have not been made before.	10	7	5	3	0
97.	Some of the hobbies I would like to engage in are quite expensive.	10	7	5	3	0
98.	I enjoy classical music.	10	7	5	3	0
99.	I would never use potentially harmful drugs because of what it might do to my body.	10	7	5	3	0
100.	I am kind to animals.	10	7	5	3	0

For each of the 10 values, record the answer marked with an X for the statements indicated.

FAME
Statement No.
No. X

6 ______
16 ______
18 ______
32 ______
44 ______
57 ______
65 ______
71 ______
84 ______
92 ______
Total ______

MONEY
Statement No.
No. X

7 ______
21 ______
29 ______
40 ______
48 ______
60 ______
68 ______
76 ______
89 ______
97 ______
Total ______

POWER
Statement No.
No. X

9 ______
14 ______
25 ______
39 ______
47 ______
61 ______
70 ______
75 ______
85 ______
93 ______
Total ______

RELIGION
Statement No.
No. X

2 ______
12 ______
24 ______
34 ______
41 ______
53 ______
63 ______
72 ______
82 ______
91 ______
Total ______

HUMANISM
Statement No.
No. X

5 ______
13 ______
17 ______
31 ______
42 ______
58 ______
64 ______
77 ______
87 ______
100 ______
Total ______

FAMILY
Statement No.
No. X

8 ______
11 ______
27 ______
35 ______
43 ______
59 ______
67 ______
78 ______
83 ______
95 ______
Total ______

HEALTH
Statement No.
No. X

1 ______
19 ______
26 ______
33 ______
50 ______
55 ______
69 ______
79 ______
86 ______
99 ______
Total ______

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INTERESTS

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INTERESTS AND OCCUPATIONS

You might say that your interests , in a general fashion, point to occupations to which you may be attracted to in years to come. You will not choose specifically your life work for some time to come but keep in mind that it is not to early to give consideration to this choice. Planning for the future starts now. Your present concern should be to make sound educational plans in preparing for a satisfying career. Use your interests as a guide in planning this preparation.

You must not become frustrated upon discovering that your interest in a specific thing has left you. Please keep in mind that it is not at all uncommon for young people to find that experiencing new things stimulates new interests. For now make plans in tune with your present interests but be flexible enough to alter your plans, should your interests change.

Interests as well as occupations can be put into general categories. Seven such categories are as follows:

(1) Professional Services
(2) Non-Professional Services
(3) Natural Products
(4) Manufacturing
(5) Business and Banking
(6) Transportation
(7) Construction

A single interest can be satisfied in a wide variety of occupations. It is equally clear that there are very few occupations which satisfy only a single interest. Most occupations call for a combination of interests. For example a druggest would have much mental activity in filling prescriptions yet he would very definitely have a social involvement with people.

On the following chart determine what occupational category as well as what interest category the listed occupations belong. First catagorize the occupations on the following chart. (Page 66). An example would be:

Accountant — Business and Banking Category — Mental Interest Category

(1) Professional Services — This group requires a great amount of schooling and training (Dentist, chemists, artists, lawyers, etc).
(2) Non-Professional Services — Providing a service for people with a minimal amount of training required (maids, yardman, waiters, barbers, guards, janitors, etc.)
(3) Natural Products — Workers who work directly with plants, animals, and natural products. (forestry, agriculture, fisheries, etc.)
(4) Manufacturing — Workers who produce products such as tailors, cabinet makers, machnists, welders, electricians, etc.)
(5) Business and Banking — Workers involved in business, sales, banking, bookkeeping, insurance, office management.
(6) Transportation — Workers involved in transportation of products and people (Air travel, water travel, land travel)
(7) Construction — Workers associated with construction, carpenters, brick layers, roofers, painters, etc.

Occupation	Occupational Category (See page 65)	Interest Category (See page 68)
1. Accountant		
2. Aircraft Mechanic		
3. Architect		
4. Assembler		
5. Auto Salesperson		
6. Bank Clerk		
7. Barber		
8. Carpenter		
9. Clergy		
10. Chef		
11. Counselor		
12. Custodian		
13. Dietitian		
14. Drafter		
15. Fire Fighter		
16. Forester		
17. Home Economist		
18. Insurance Agent		
19. Interior Decorator		
20. Lawyer		
21. Scientist		
22. Machinist		
23. Meat Cutter		
24. Nurse		
25. Optometrist		
26. Painter		
27. Photographer		
28. Physician		
29. Plumber		
30. Police Officer		
31. Psychologist		
32. Purchasing Agent		
33. Receptionist		
34. Sanitarian		
35. Secretary		
36. Social Worker		

Occupation	Occupational Category	Interest Category
37. Statistician		
38. Stewardess		
39. Surveyor		
40. Telephone Operator		
41. Truck Driver		
42. Typist		
43. Theater Operator		
44. Veterinarian		
45. Vocational Counselor		
46. Welder		
47. Wholesale Salesman		
48. X-Ray Technologist		
49. Zoo Keeper		
50. Zoologist		

Occupational Catagories
(1) Professional Service
(2) Non professional Services
(3) Natural Products
(4) Manuafacturing
(5) Business and Banking
(6) Transportation
(7) Construction

Interest Catagories
(1) Outdoor
(2) Mental
(3) Manual
(4) Social
(5) Artistic

Which one of the above seven occupational catagories do you like most?
Why do you like this occupational catagory? Explain.

Which one of the above five interest catagories do you like most?
Why do you like this interest catagory? Explain.

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LEARNING ABOUT YOUR INTERESTS

Can you answer these important questions?

(1) Do you know how to recognize interests?
(2) Do you know what kinds of activities are in the different interest categories?
(3) Why is recognition of your personal interests important?
(4) Do interests change as you grow up?

The activities you look forward to undertaking with a sense of willingness and complete with selfsatisfaction are interests. Everyone can name many such activities. On the other side of the coin you can name many other activities which you do not look forward to undertaking and do not receive any selfsatisfaction from. We must recognize all people differ in their individual like and dislikes no two people are exactly the same. It is with this in mind that we look into the self assessment of interests.

It is important that you become aware of your likes and dislikes. You know how much more willingly you begin something new that attracts you. It may be taking a machine apart or playing a musical instrument. It may be participating in a school activity or studying a subject in school. Needless to say performing a task that interests you is much more pleasing and much less difficult to complete than one that you dislike. Simply put, you have a much greater chance for success in work you like - work that you have an interest in.

It is also important that you have an understanding of your dislikes as well. When making career decisions you will be tempted to do work and study in only those areas which interest you. Please recognize that you will not be able to take just those subjects that interest you. There are some school subjects and some tasks which you must include in your plans no matter how much you dislike them. They are very important for your personal development. You may not like Sociology but it can give you a better understanding of people. Do not allow the lack of interest to hinder you in your study of this subject. A full knowledge of your dislikes can show you what will require extra determination on your part if it is necessary for your success.

Conduct an interest self appraisal. Look into your past as closely as possible. What subjects have you studied in school. What school clubs and/or activities have you participated in? What community clubs and/or activities have you participated in? What are your hobbies? What activities do you participate in at home? Do you like or dislike them or are you neutral — neither liking nor disliking them?

Generally speaking interests can be divided into 5 categories:

(1) Outdoor (2) Mental (3) Manual
(4) Social (5) Artistic

For specific category breakdown see chart (A). Please do not confuse interests with aptitudes. Interests are determined by your likes and dislikes whereas aptitudes measure how well you are able to do things. It is quite possible that you are interested in activities for which you have no great aptitude.

Fundamental to all of what we have said about interests, we must remember that interests change from time to time. Some of the dislikes you list today may eventually become likes in the future and vice versa.

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CHART A: Interest Categories

OUTDOOR: Those activities carried on outdoors such as hunting, fishing, and sports.
MENTAL: Those activities which require careful thinking. They require the working of problems through the use of paper and pencil. Completing homework assignments, doing crossword puzzles, collecting coins, etc. are examples of this type.
MANUAL: Those activities which call for the use of the fingers and hands such as working with tools, sketching, painting, performing experiments, and building articles.
SOCIAL: Those activities which bring individuals in contact with people. Such as counseling, teaching, selling, or directing youth groups.
ARTISTIC: Those activities which provide opportunity for self expression in writing, playing a musical instrument, singing or making use of color and form in design as well as the enjoyment in artistic expression of others in reading, listening to music, poetry, viewing art work etc.

1. Make a list of the following.
   - (a) All the school subjects you have studied.
   - (b) All the school and/or community clubs and sporting activities you have participated in.
   - (c) All your hobbies.
   - (d) All your home tasks.

2. Beside each of these items indicate how you feel about the activity.
   Like — Neutral — Dislike

3. Beside each item show the interest category to which it belongs.
   Mental, Outdoor, Manual, Social, or Artistic.

4. Enter each item on your list in the following chart.
   Example:
   - (A) If you enjoy skiing the activity should be in the like square after outdoor.
   - (B) If you dislike Social Studies place it in the dislike square after mental.
   - (C) If you were neutral neither liking nor disliking lawn mowing place it under the neutral square after manual.
   - (D) Some activities can fit into more than one category selling popcorn for the German club could be placed in the like square after outdoors and dislike square after mental because you do not like the bookkeeping of the activity.

GUIDE TO SUBJECT GROUPINGS

Mathematics – includes Algebra, Geometry, etc.
English – includes Speech, Literature, Composition, Reading, etc.
Social Studies – Geography, Civics, History, etc.
Science – Biology, Chemistry, Physics, Earth Science, etc.
Foreign Language – French, German, Spanish, etc.
Music – Band, Chorus, etc.
Art – Drawing, Painting, Ceramics, Crafts, etc.
Vocational – Mechanical Drawing, Metals, Building Trades, Horticulture, Home Economics, Agriculture, etc.

Use "general" grouping when ever possible if there is a split in that you like a part of the general area and dislike another part, specify the difference. You will have to specify each area in the vocational group.

List the one subject area you like best.
Why do you like this subject area? Explain.

Name of Student ____________________________

INTEREST CATEGORIES	LIKE	NEUTRAL	DISLIKE
OUTDOOR CATEGORY			
MENTAL CATEGORY			
MANUAL CATEGORY			
SOCIAL CATEGORY			
ARTISTIC CATEGORY			

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WHAT DO YOU DO DURING YOUR "OPEN" TIME?

We all know that there are twenty-four hours in a day. You sleep eight to ten hours. You utilize approximately two hours eating. You spend six hours in school. The remainder (six to eight hours) of the day is yours, so to speak. Weekends give you even more open time.

What do you do with your open time? Do you keep busy studying subjects, participating in school activities, doing club work or involving yourself in community affairs? Could it be that you do nothing during your open time? You should be using your open time in a constructive manner. Participate in worth while projects which nurture a sense of personal growth for you. Many times when you are killing time you may find yourself following the crowd in some foolish even disastrous adventure.

People can do many constructive things during their open time. To specifically make a list of these activities or hobbies as they are called would be very difficult and confusing to say the least. What may be one mans hobby might inturn be another mans occupation. It is possible to categorize hobbies in the following four groups.

CULTURAL: Attend special schools or seminars, playing a musical instrument, participating in choral groups, engaging in dramatics, or anything which provides a change of normal living and an opportunity for mental growth.

CREATIVE: Creating things such as paintings, sculpture, pottery, etc. or engaging in activities which provide for self-expression. For example, drawing, art, writing, etc.

RECREATIONAL: All sporting activities such as hunting, fishing, swimming, softball, etc. or anything which provides a distinct change from the routine of regular work.

SOCIAL SERVICES: Anything which provides the opportunities for serving individuals of the community such as church work, club work, candy stripers, scouts, etc.

It goes without saying that individuals naturally select hobbies which appeal to their interests. Activities are usually varied to meet both indoor and outdoor needs. Individuals select activities which keep them physically active and some are more restful types of activity. Be sure to select your hobbies carefully. If they meet your interest needs you can gain a great amount of self satisfaction. List your hobbies below — tell about each one.

CLASSROOM OBSERVATION

The following items should be considered when selecting a career goal.

Where do I want to go?

Choice of Occupation

General Nature of Work

Duties and Responsibilities

Job Through Which I May Enter

Advancement Opportunities

Related Occupation to which I may Transfer

Immediate Employment Outlook

Possible Trend Next Ten Years

Beginning Salary

Salary Range

Fringe Benefits

Working Conditions
(physical surroundings)

Training Requirements:
- Where
- How Long
- Cost

Other Requirements:
(license, special equipment, etc.)

Advantages — Disadvantages

What I Have to Offer

Favorite Subjects

Least Liked Subjects

Work Experience

Extra Curricular Activities

Hobbies

Physical:
- Strength
- Coordination
- Dexterity

Mechanical Ability

Ability to Get Along With Others

Musical Ability

Artistic Ability

Verbal Ability

Numerical Ability

Intelligence

Health

Grooming

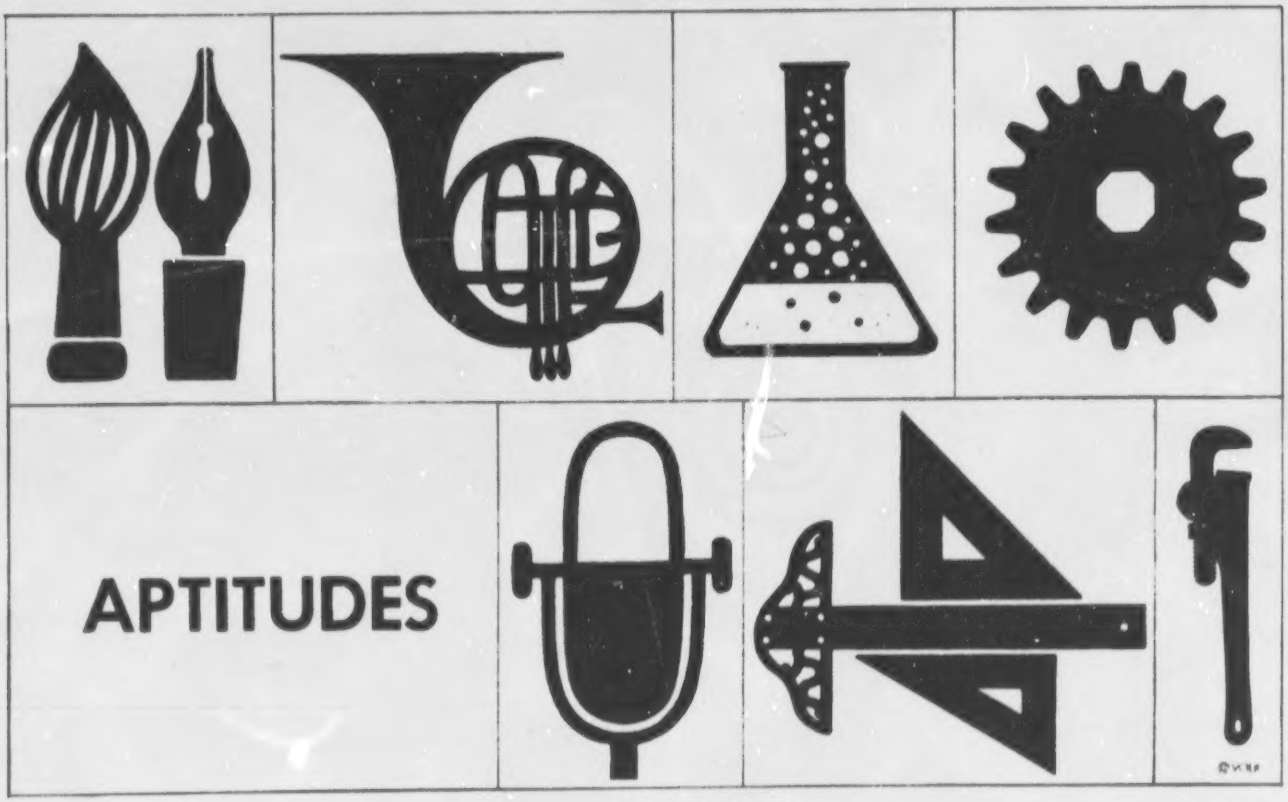
Manners

Voice Quality

English Usage

Industry

Stability
Punctuality
Cooperation
Honesty



APTITUDES

WHAT ARE APTITUDES?

Everyone is born with certain talents and capabilities; Natural tendencies that enable us to do some things better than others. You might say that aptitudes are very much like muscles of the body, they have to be developed. If they are not exercised they can wither away.

There are many aptitudes which are definable. The following list of questions can get you thinking about some aptitudes.

1. Do you like to work with people or work alone?
2. Do you distinguish colors easily?
3. Do you organize your thoughts well?
4. Do you like paper work?
5. Do you recognize small details?
6. Do you think about the future?
7. Do you seem to have a large number of ideas?
8. Do you have good dexterity?
9. Do you like to work with words?
10. Do you have an ear for music?
11. Do you have a mind for three demensional things?
12. Do you remember facts and figures?
13. Do you have a good eye for beautiful arrangements?
14. Do you remember drawings and photographs?
15. Do you like to solve mental problems?
16. Do you remember tunes?

Thinking about the questions alone is not enough in order to assess your aptitudes you must take an aptitude test. You will be taking the General Aptitude Test Battery (GATB) which through its 12 subtests define 9 aptitudinal areas. Following are the 9 aptitudes defined by the GATB.

1 – General learning ability. Ability to "catch on" or understand instructions; to reason and make judgements; closely related to doing well in school and/or job training.

2 – Verbal. Ability to understand meaning of words and to use them effectively; used in occupations that require communication with words.

3 – Numerical. Ability to perform arithmetic operation quickly and accurately.

4 – Spatial. Ability to visualize an object from a blueprint or pattern; used in such work as drafting, dress designing, etc.

5 – Form perception. Ability to perceive pertinent detail in objects or in graphic or pictorial material; to make visual comparisons and discriminations.

DECISION MAKING

To become an effective decision maker entails the understanding of the different kinds of decisions. Basically there are three different kinds of decisions. First there is an emotion decision which is based upon how a person feels inside (gut feelings). Second, is reflex decisions based on reflex alone. These decisions are made automatically and as is the case with an emotion decision, are made without thought. Third is the thought decision which is based on reason.

One might conclude that all emotion and reflex decisions are of no value yet when studying them more closely it becomes clear that there are times when we can use both of them. We are constantly using all three types of decisions. The key thing to remember is "what decision do I have to make". Serious decisions require more attention.

Decision making goes through four stages.

Stage 1: Fantasy Stage – When we dream of what things could be like and how well things can appear. Founded on little information more on fantasy.

Stage 2: Exploring Stage – When we find additional information relative to details of a decision such as individual likes and dislikes and what the alternatives are.

Stage 3: Tentative Stage – Tentative decisions are made and you attempt to clarify any uncertainties you might have regarding the decision at hand.

Stage 4: Realistic Stage – When things crystalize in your mind and you make your decision and pursue what ever you have decided upon.

No individual can accurately forecast what the future holds. There is no guarantee that any decision is going to be successful. We do know that the effective decision maker reduces the chances for poor decision making by studying all possible aspects at a decision before making it.

When you actually engage yourself in making a good decision it will probably be processed in the following manner. Initially you will study the total situation. Next you will identify all of the options you have available in this situation. Now you must consider the potential outcome of each option. Finally you will make your choice.

Age and maturity contribute a great deal to developing the ability to make good decisions. Only through experience and understanding can we equip ourselves to make the kinds of decisions that we are happy with.

What stage of decision making do you feel you are in?

Explain why you feel you are in this category.

DECISION MAKING

Development of Career Choice

If one looks at the last two centuries it is obvious for the most part, that flexibility in making career choices is a recent trend. A look at career choices in early European History shows boys as being limited to the type of work that their fathers did. Boys were expected to follow in their fathers career area. Girls worked primarily in their home or someone elses home as a servant.

Not all Europeans were able to come to America and achieve freedom. In fact many of them were actually slaves, known as indentured or bond servants. They were bound to a "master" and could be bought and sold. When under control of the so called "Master" slaves were forced to learn to do whatever was demanded of them.

With the spread of factories and mass production in the 19th and early 20th centuries during and after the Revolutionary War, a broader field of choice became available for men. Gradually, women too could obtain jobs. They initially received employment in offices and hospitals. Today, on the other hand, women are employed in all walks of life.

Making Proper Career Choices is Important

One should realize that wise career choice is important not only to the individual but to society as a whole. The thought may not occur to an adolescent that early career planning is fundamental to a happy and fulfilled career. Generally a person is employed (or works) some 40 odd years of his life. This being the situation it is important to be happy on the job. One must feel good about his or her work. If one is unhappy this misery can reflect in other areas such as family and home life.

Individuals should realize that we have a very large number of work areas in the so called world of work. Because of the diversity of our modern world we have a great need for services of a sufficient number of workers in all of these diverse areas. Individuals should be conscious of overcrowding in work areas and be obtaining training and education in work areas which potentially can lead to employment. This especially becomes significant when you consider the high costs of training and education today, not to mention the loss of time.

Individuals must, through guidance, assess their abilities and set realistic goals for themselves. Interests along with abilities are highly important when making a career choice. In order to be happy on the job and enjoy personal well being a job should not be undully stressful. Individuals do vary in their ability to handle stress. Considering that approximately one third of our adult life is spent on the job it could be upsetting to be employed in a position where an ambitious person could not meet competition, or where a meaningful contribution could not be made to society. There is a high relationship between individual happiness and job satisfaction. Unhappiness on the job reflects not only on the quality of work turned out but also leads to unhappiness off the job. A job should be challenging but yet within the scope of ones capabilities.

It has been said that an average person can do approximately 4000 different jobs in the world of work. To put it another way 50% of the people could do 50% of the jobs with about a 50% degree of success.

Ideally, an appropriate career choice would be one which utilizes to the fullest the interests, aptitudes and abilities of an individual.

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Exploring Career Possibilities

One should explore as many career areas as possible before making the final choice. Visit places of employment, talk to workers, talk with your teachers, read books and pamphlets on jobs and when looking for summer or part-time work, try to locate jobs in industries or work areas with which you are not acquainted so you can observe workers around you.

To make the final decision is not easy. Keep in mind, however, that one should always look at the total picture rather than just a small portion of it. If you are not going to pursue a college degree (baccalaureate degree) this choice should be made while still in high school. There are many careers that do not require a four year degree! On the other hand if your career plans do require a four year degree you should be setting in motion a sound plan while still in high school. Provide yourself with a solid academic background in high school so that you can dovetail into a college program with ease.

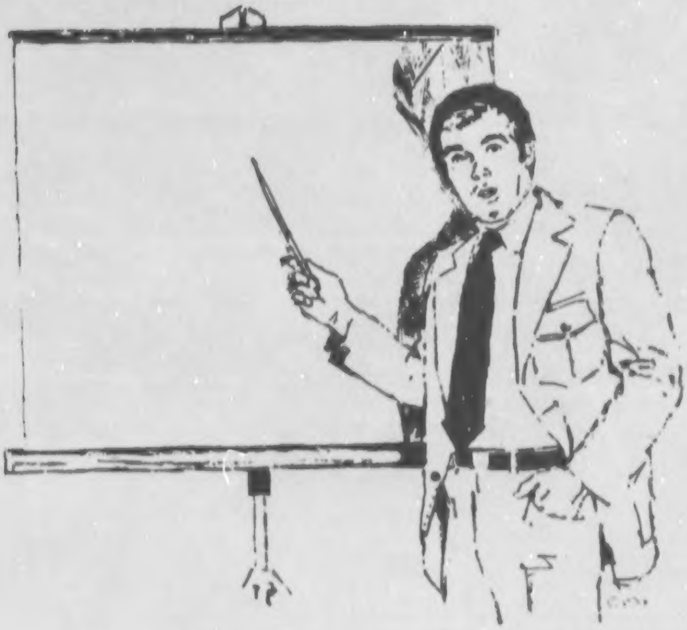
Be perceptive enough to realize that there are different ability levels in many career areas. Take for example someone interested in a health career. One might choose to be a surgeon, a registered nurse, a licenced practical nurse, a nurse aide, a medical laboratory technician, medical laboratory assistant, an X-ray technician or hospital administrator. All of these are in the health area yet the abilities required function in these jobs as well as the amounts of academic preparation vary a great deal. Realistically one would choose an area which would be challenging yet within the scope of his or her God given talents.

Never choose a career area because a good friend has and you want to stay together. Each individual must live their own life. The commonality of friendship does in no way include commonality of interests and abilities. If you have a "good friend" the mere choosing of a different career area does not mean losing contact with that friend.

Don't be turned on by the glamour of a job alone. Look at all facets of the work. Every job, no matter how glamourous it may appear, has negative characterisitics which must be considered. Weigh both the negative and positive characteristics before making the final decision. One good example might be to get overly concerned with the earnings of a job where in reality the job may have many characteristics which would negate choosing if for a life career.

Even when you think you have made an appropriate choice remain open minded. The world of work is always changing and so do employment trends. It may very likely be that you will want to switch career choices and go back to school for additional preparation. Your job will be one of the more important factors in your life. Don't make a hasty decision and above all have the patience to carry your plans through. Many people become impatient and fall short of their intended goal because they just did not see everything through.

Always keep in mind that your guidance counselor and career counselor are in a position to provide information for you but that in the final analysis you will have to decide what you want to do as a life career.



CAREER PLANNING INFORMATION FOR SOPHOMORES

INFORMATION OF INTEREST TO SOPHOMORES

The sophomore year is a time for planning. Those giving any consideration at all to attending college should select their remaining high school courses accordingly, in keeping with graduation requirements. The American College Test (ACT) and/or the Scholastic Aptitude Test (SAT) should be taken.

Those considering a vocational-technical school should also select courses wisely. All sophomores regardless of future plans will take the General Aptitude Test Battery (GATB).

Financial aids should be investigated. Information on various schools and courses should be obtained. As much information as possible pertaining to your career interests should be examined. To help you with your plans, you will be asked to take an Interest Survey and the Job "O" indicator. Dickinson High School is concerned with helping you in any way possible.

Always keep in mind that your school counselors can provide you with invaluable help in your planning. If you need help please feel free to ask for it.

Post-High School Planning

Generally only the top academic students take the National Merit Test but it is possible for any student to take it.

Date of this test ______________

Cost ______________

If you plan to attend a college within this state, you may take the American College Test (ACT) during the spring of your junior year. This test is given five times during the year. Normally this test is given during the months of October, December, February, April, and July.

Please note: DEADLINE for registration is about six weeks before the test date.

Test dates this year ______________ ______________

______________ ______________ ______________

Registration Deadlines ______________ ______________

______________ ______________ ______________

Cost ______________ School Code Number 350430

Students planning to attend an out of state college may be required the Scholastic Aptitude Test (SAT).

Test the college of your choice requires ______________

Test dates of the SAT test this year ______________

______________ ______________ ______________

Registration Deadlines ______________ ______________

______________ ______________

Cost ______________________ School Code Number 350430

Students planning to enter the military service should take the ASUAB Armed Forces Vocational Aptitude Battery during their senior year. There is NO cost for this test. Students planning to attend a vocational-technical school or to enter employment following graduation should take the General Aptitude Test Battery (GATB). There is NO cost for this test. Many sources of financial aid are available to students planning to attend a post secondary school. Start planning this year. This book contains a section on scholarships and financial aids. See a counselor for more specific information.

Many times you will be asked to furnish a transcript (a copy of your school record) to an employer, the military, or a school. This is the way to obtain a transcript: ______________

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Should you wish to obtain information concerning a school, a sample letter is enclosed. During your senior year you are encouraged to visit the college or school in which you have an interest. This is the school policy regarding these visitations.____________________

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Consider the various types of information that would be of interest to employers, the military, or schools and colleges.

200 Ninth Street, N.E.
Dickinson, North Dakota
February 27, 1978

Director of Admissions
Name of College (or Vocational School)
City, State, Zip

Dear Sir:

I am a student at Dickinson High School and expect to graduate in May 19___. I am interested in your school and would appreciate receiving a bulletin of information and the necessary forms for filing an application for admission. I am considering ______________ ______________ as my major field of study.

Also please send application blanks needed in applying for:

1. Scholarships
2. National Direct student loans
3. Part time employment
4. Educational opportunity grants
5. Federally Insured Bank Loan

(You may only want one of the above listed).

Sincerely yours,

(your signature)

(If letter is typed, type your name here)

CHARTING YOUR POST-GRADUATION PLANS

Although the plans of people in any high school graduating class will vary widely, the immediate future for the majority of the graduates will encompass four general areas: college, vocational-technical school, job entry, and military service.

To fit into any of these categories, personal information must be available, tests must be taken, and, for continued education, financial arrangements must be made. On the following pages is a checklist for each category.

College and University Scholarship and Financial Aid Information

Every year many high school graduates do not go on to college because of "financial hardships". Although these students have a strong desire to go to college, many of them do not so much as fill out an application form because they feel financing would be too much of a burden.

If you feel that you are one of these students, why not consider the following before making a final decision?

Scholarships are often awarded to "deserving students." But what many students are not aware of is the fact that a great number of scholarships need to be applied for.

Applications for scholarships should be submitted during the second semester of the high school senior year. Since most scholarships are granted by March 15, it is to the student's advantage to apply in January.

New scholarships are constantly made available by interested persons and organizations.

To apply for a scholarship obtain an application blank by writing to the Financial Aids Office at the school (s) of your choice.

To be considered for financial assistance other than through scholarships, a student must:

- Take the American College Test (ACT) in the junior or senior year.
- Have his or her parents file a Family Financial Statement with the American College Testing Program.
- Receive the recommendation of his principal, counselor or superintendent.
- In special fields of study meet the eligibility established by the college or department.
- Submit an application for financial aid properly marked for the type or types of assistance for which you are applying by March 1.

Financial assistance for college can come from these sources:

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FIVE FEDERAL FINANCIAL AID PROGRAMS

Academic Year 1978-79

The U.S. Office of Education supports the five programs of students assistance described here. They are Basic Educational Opportunity Grants, Supplemental Educational Opportunity Grants, College Work-Study, National Direct Student Loans and Guaranteed Student Loans.

If you are enrolled or accepted for enrollment in an approved postsecondary educational institution (college or university, vocational school, technical school, or hospital school of nursing) and are a citizen or permanent resident of the United States. you are eligible to apply for assistance under these programs. With the exception of the Guaranteed Student Loan Program, students must be enrolled in eligible United States institutions in order to receive assistance. Remember—grants are gifts but loans must be repaid.

There are many more sources of aid for students. Some are sponsored by the Federal Government, other by States, localities, businesses, organizations, individuals, associations, and other private sources. To find out what they are, get in touch with the financial aid officer at your school. He can provide you the best information about student assistance at the school he represents.

Basic Educational Opportunity Grants

The Basic Educational Opportunity Grant Program (Basic Grants) makes funds available to eligible students attending approved Colleges, Community/Junior Colleges, Vocational Schools, Technical Institutes, Hospital Schools of Nursing, and other post-high school institutions.

In academic year 1978-79 (July 1, 1978 to June 30, 1979), you may apply for a Basic Grant if you are an undergraduate student enrolled on at least a half-time basis in an eligible program.

Beginning with the 1978-79 academic year, you can apply for a Basic Grant by completing one of several different forms. You should contact the financial aid office at the school(s) you are considering to determine which form to use. The forms will be available at high schools and post-high school institutions beginning in December, 1977.

Regardless of the form you use to apply for a Basic Grant, be sure to follow the instructions on the form carefully. Within 6 weeks of submitting the form, you will be notified as to whether you are eligible.

Submit the Notification to your school which will calculate the amount of the Basic Grant you are eligible to receive. (You may submit the Notification to more than one school.) The amount of your award will be based on your determination of eligiblity and the cost of attendance at your school. It is estimated that during the 1978-79 academic year, the awards will probably range from $200 to $1600.

National Direct Student Loans

The National Direct Student Loan Program (NDSL) is for students who are enrolled at least half-time in a participating post-secondary institution and who need a loan to meet their educational expenses.

You may borrow up to a total of: (a) $2,500 if you are enrolled in a vocational program or if you have completed less than two years of a program leading to a bachelor's degree; (b) $5,000 if you are an undergraduate student who has already completed 2 years of study toward a bachelor's degree. (This total includes any amount you borrowed under NDSL for your first two years of study); (c) $10,000 for graduate study. (This total includes any amount you borrowed under NDSL for your undergraduate study.)

Repayment begins 9 months after you graduate or leave school for other reasons. You may be allowed up to 10 years to pay back the loan. During the repayment period you will be charged 3 percent interest on the unpaid balance of the loan principal.

No payments are required for up to three years while you serve in the Armed Forces, Peace Corps, or VISTA.

Apply through the financial aid officer at your school. He can also tell you about loan cancellation provisions for borrowers who go into certain fields of teaching or specified military duty.

Supplemental Educational Opportunity Grants

The Supplemental Educational Opportunity Grant Program (SEOG) is for students of exceptional financial need who without the grant would be unable to continue their education.

You are eligible to apply if you are enrolled at least half-time as an undergraduate or vocational student in an educational institution participating in the program. Graduate students are not eligible.

If you receive an SEOG, it cannot be less than $200 or more than $1,500 a year. Normally, an SEOG may be received for up to four years. However, the grant may be received for up to four years. However, the grant may be received for five years when the course of study requires the extra time. The total that may be awarded is $4,000 for a four year course of study or $5,000 for a five year course.

If you are selected for an SEOG, your educational institution must provide you with additional financial assistance at least equal to the amount of the grant.

Apply through your financial aid officer. He is responsible for determining who will receive an SEOG and the amount.

College Work-Study

The College Work-Study Program (CWS) provides jobs for students who have great financial need and who must earn a part of their educational expenses. You may apply if you are enrolled at least half-time as a graduate, undergraduate, or vocational student in an approved postsecondary educational institution.

The educational institution which participates in College Work-Study arranges jobs on campus or off campus with a public or private nonprofit agency, such as a hospital. If you are found to be eligible, you may be employed for as many as 40 hours a week.

In arranging a job and determining how many hours a week you may work under this program, the financial aid officer will take into account: (1) your need for financial assistance; (2) your class schedule; and (3) your health and academic progress. In general, the salary you receive is at least equal to the current minimum wage. Maximum hourly wage rate depends on the job and your qualifications.

Apply through the financial aid officer at your school. He is responsible for determining your eligibility and arranging the job.

Guaranteed Student Loans

The Guaranteed Student Loan Program (GSLP) enables students to borrow directly from lenders in order to finance educational expenses. While the bulk of these loans are made by commercial lenders, some States and educational institutions also are lenders. The loans are insured by the Federal Government or guaranteed by a State or private nonprofit guarantee agency.

You may apply for a GSLP loan if you are already enrolled, in good standing, and making satisfactory progress—or have been accepted for enrollment—at least half-time in an eligible college, university, or professional school, or an eligible vocational, technical, trade, business, or home study school.

The maximum you may borrow as an undergraduate is $2,500 per academic year. Graduate and professional students may borrow up to $5,000 per academic year. (In some States the maximums are less.) The total you may borrow for undergraduate or vocational study is $7,500. The total for graduate and professional students is $15,000, including any amount borrowed for undergraduate study.

Graduate students enrolled in health professions schools located in the United States may borrow larger amounts for study during the 1977-78 academic year. Those in schools of medicine, osteopathy, dentistry, veterinary medicine, optometry, podiatry, and public health may borrow up to $10,000 and pharmacy students up to $7,500. Total loans still may not exceed $15,000.*

The interest rate is 7%. In most cases, the Federal Government will pay the interest for you until you must begin repaying the loan. For example: (1) If your adjusted family income is less than $25,000 you automatically qualify for the interest subsidy. (2) If your adjusted family income is $25,000 or more and you wish to apply for the interest subsidy on a loan of any amount, you must submit to the lender a recommendation from your school based on an analysis of your need. In the analysis your school determines how much money you actually need to pay for your education. It takes into account the cost of your education and your family's ability to pay for it.

The Loan Must Be Repaid. The loans may be canceled in certain extreme instances such as the death of the student borrower, but there are no other means of loan cancellation such as teaching in certain fields or service in health professions shortage areas. Payments normally begin between 9 and 12 months after you graduate or leave school, and you may be allowed to take up to 10 years to repay the loan. In most cases you must pay at least $360 a year unless circumstances as agreed upon with the lending institution warrant a lesser amount. You may defer repayment for up to 3 years while you serve in the Armed Forces, Peace Corps or as a full-time volunteer under the Domestic Volunteer Service Act of 1973 and for up to 1 year while actively seeking but not finding full-time employment. Repayment may also be deferred if the student borrower returns to school full-time at an eligible institution or is pursuing a course of study in certain approved graduate fellowships.

Students normally obtain detailed information and application forms directly from lenders or from the financial aid office of their educational institution. It is possible, also, to obtain this information and applications from State Guarantee Agencies or from the appropriate Regional Office of the U.S. Office of Education. You may obtain the correct address from the following list. Please use the address for your State of legal residence.

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*These loan maximums are the same as those in a new program of insured loans for health professions students—Public Law 94-484, the Health Professions Educational Assistance Act of 1976—which is not yet in operation. As soon as the new program starts, the GSLP regulation permitting these larger loans will be repealed.

PURPOSE

In this study a group of professional educators were asked their opinions on a variety of issues concerning work in America. The study was prompted by the following considerations:

a. The schools are trying to help students understand and prepare to deal with the realities of paid employment.

b. Before their performance can be assessed and improved, the schools must make explicit what they think students should know about work.

c. Specification of learning objectives and the selection of instructional content is complicated by public controversy over the present and future state of work in America. Reasonable and informed people are in sharp disagreement about the ability of paid employment to serve its traditional roles in the lives of individual workers.

d. This controversy raises questions about the current content of instruction in the schools. Which "realities" are being offered? Is work-related curriculum confined to traditional ideologies or are students being exposed to evidence and speculation that challenge older beliefs?

Information about the current content of work-related instruction seems essential to any attempt to do something constructive about the way the schools prepare students for the realities of paid employment. This study is the second in a series intended to identify that content. The first was an analysis of printed materials used in the schools—student workbooks, curriculum guides, planning documents, and student assessment instruments.[1] It was found that the typical portrayal of work in those materials was narrowly traditional and tended to avoid some basic issues concerning job quality and worker attitudes –– controversial issues that have received considerable attention in both the popular and scholarly press.

INHERENT DIGNITY

Young people should believe in the inherent dignity of all work, no matter how exalted or menial. Claims that jobs today are so dull, routine, and meaningless as to be "dehumanizing" are greatly exaggerated. There are very few such jobs and their proportion is not increasing.

CENTRALITY

It is uncertain whether young people should (a) expect their occupations to provide them with a central interest in life, or (b) prepare to seek it in other pursuits. No more than half of today's workers consider their jobs to be their central life interest and the proportion of such workers appears to be decreasing.

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[1] Peterson, R.M., and Johnson, J.N. The Work Ethic in Career Education Materials. San Francisco: Far West Laboratory, 1977.

PERSONAL IDENTITY AND SELF-ESTEEM

Young people should recognize that their personal identity and self-esteem will be determined mainly by their occupations. Serving as a source of personal identity is an important benefit of most jobs today, and the importance of one's occupation as a determiner of identity and self-esteem is not diminishing.

SOCIAL VALUE

Claims of useless products and services have been exaggerated; very few jobs today exist to make products or perform services that serve no real human need and their proportion is not increasing. In any event, the usefulness of the product or service is not a critical factor in job satisfaction for most workers.

CHANGING VALUES

During the past thirty years some changes have occurred in certain traditional values and beliefs: In addition to the apparent decline in the importance of work as a central life interest, it is now less widely believed that "hard work builds character," less value is placed on being able to "stand on one's own feet," and so-called "workaholics" are generally viewed less favorable. However, there has been little if any decline in the importance attached to being "a good provider" as a factor in male self-esteem or in the popularity of competitive status-seeking as a means of self-fulfillment.

JOB SATISFACTION

At least half of all workers today get substantial satisfaction from non-monetary aspects of their jobs, and the proportion who do is not declining. However, today's workers probably feel less dependent on paid employment as a source of non-monetary rewards than workers did 25 years ago; more today would probably say they would stop working if they didn't need the money.

JOB VALUES

Money is the most important determinant of job satisfaction among today's workers. However, the following non-monetary factors are also important: the work itself, identity as a person, and interaction with co-workers. The usefulness of the resultant products or services is of relatively little importance to the overall level of job satisfaction today.

DISSATISFACTION

To the extent that workers are unhappy with their jobs, the dissatisfaction is caused mainly by inadequate pay and inequities in its distribution. Other significant causes are personal problems that workers bring to the job from the outside, lack of adequate challenge at work, and a sense that how well they perform doesn't really matter. Other likely causes, but of less widespread importance, are bad job design and generally poor attitudes toward employers. Relatively minor causes are unrealistic expectations about the ability of today's jobs to deliver non-monetary rewards, inadequate job skills, and useless products and services.

JOB SUCCESS

Success on the job is achieved primarily through personal initiative and good performance. Also important are conformity with the employer's rules; being likable, loyal, flexible, and creative; working hard; and avoiding conflict. Knowing the right people is also a significant factor, but pure luck, manipulating other people, and subordinating one's values and beliefs to those of the employer are not important factors in job success.

> modifies the character of the bonds which tie the individual to social institutions — the family, employer, community, church, trade union, political party, nation. No longer can these institutions assume the automatic and "unearned" loyalty of the individual. The willingness of people to subordinate themselves unquestioningly to some larger entity for the sake of an implicit common good is slowly disappearing. (Yankelovich, 1974)

People want "greater participation in the design of work and the formulation of their tasks."

A Challenge to the Cult of Efficiency. What Kenniston calls the "triumph of cognition" in our technological society has subordinated human emotions to utility in the inexorable process of rationalization, bureaucratization, and systematization. "Passion, intuition, idealisms — inner needs and drives considered by many societies the central rationale for human existence — have been displaced by objectivity — analysis, reduction, measurement, comparison, and empiricism." (Kenniston, 1960) Or, in Roszak's view, "the expertise we bow before derives from a diminished mode of consciousness." A new concern for "personal authenticity," spontaneity, "faithfulness to experience" is seen as rejecting this rationalizing mode. "In the past few years, a questioning of the values of efficiency has begun to reach beyond the confines of the counter-culture." (Yankelovich, 1974)

Increasing Career Mobility. While career change used to be considered a "failure" of sorts, job proliferation and obsolescence and the problems of choice and satisfaction are causing a shift away from the long-standing notion of a "calling" or the view that "from among literally tens of thousands of job possibilities, a person must select *the one* which seems best suited to his talents, motives, needs, feelings, values, and background." (Kenniston, 1960)

The Widening Gap Between Work and Leisure. The fundamental tendency toward fragmentation has gained momentum since the Industrial Revolution and has created the "mechanization and spiritual isolation of modern society" and its "malaise of specialization." Mumford reaches into the unverifiable past for an ideal version of pre-industrial unity:

> village culture. . .where work, even hard work is rarely divorced from rhythm, song, human companionship, and esthetic delight; where vital activity is counted as great a reward of labor as the product; where neither power nor profit takes precedence over life; where the family and the neighbor and the friend are all part of a visible, tangible, face-to-face community. . . Every member of the community had access to the entire cultural heritage, and could ordinarily master every part of it. . .work and play, religion and education were united. (Mumford, 1934)

Historian Adriano Tilgher puts it less romantically. The idea that work should be a creative fulfillment is peculiarly modern, he points out, and no doubt results from the increasing failure of traditional institutions to supply life meaning, since "uninteresting" work is no longer highly integrated with and absorbed by other aspects of society — ritual, religion, family, communal activity, and the like. (Tilgher, 1958) But however conceptualized, a "radical separation" of work and the rest of life is said to be intensifying, while "free time" is increasingly burdened with moral functions formerly performed by the institutions of work." (Berger, 1963)

Implications – Some Problems and Issues

The role of schools in dealing with the question of values is seen as debatable. One view is that schools can do little. Schools do not initiate or guide moral change; rather, they serve to legitimize and perpetuate already existing values of the dominant power structure. (Bowles and Gintis, 1976) On the other hand, while education is "not a useful instrument for transforming basic social institutions" (Green, 1973), it can indirectly bring about change. For example, the "liberal" curriculum of the sixties is seen as a major source of unrest by inculcating false expectations of "meaningful" work:

> If the upper-middle class critics succeed in further reforming schooling to stimulate active learning in the "open classroom" and through teaching by dialogue, the effect will be to create an even greater tension between the mechanized workplace and the characters of the workers. (Maccoby, 1972)

Galbraith (1971) casts the same idea in larger terms. The "greatest single source of tension in the industrial state," he claims, is the "conflict between the individualist ethic of the academic community and the need in the industrial system for a disciplined acceptance of the goals of organization."

Some believe education must help guide values change. Kenneth Hoyt postulates that "at least four elements must appear in the new work ethic which philosophers must develop and teachers must teach: the values of volunteer activity, the dignity of all workers, the satisfactions of human services, and the necessity of careers based upon multiple occupations." (Hoyt et al. 1972) But the prevalent trend seems to be to let "the young person choose his own ethical system, with a little help from the schools on how to choose wisely." (O'Toole, 1973) The question currently facing education is what "a little help" should consist of. If it is to go beyond the level of administering work values inventories and the like, it must deal less superficially with such difficult questions as status, purpose, roles, and leisure.

According to job attitude surveys, one of the core ingredients of job satisfaction for the majority of people is status, and many observers believe that a critical source of discontent is a "caste system" which assigns prestige to a narrow range of jobs. David MacMichael contends that the schools, as essentially middle-class institutions, have transmitted a class bias toward white-collar jobs and professions. Through methods "more exemplary than curricular," they have deprecated the value of work not requiring extended education, encouraging "a false worship of the baccalaureate," and nurturing the American disdain for manual occupations and what Terkel calls the "put-down of craftsmanship."

But "education and its credentials are raising expectations faster than the economic system can meet them." More and more college graduates cannot find jobs in the professional and managerial fields for which they have prepared. Concomitantly, there are signs that increasing numbers of young people are rejecting status and success as defined by middle class standards, (not just in such "dropout" examples as "street culture" panhandling or the growth of communes, but of college graduates choosing subsistence level jobs in the "Preference for more leisure over more pay"). The notion of hierarchical authority, which has traditionally played a central role in defining status, appears to be attenuating: "both the exercise of authority and the receipt of deference from others are now being increasingly viewed as embarrassing and to be shunned." (MacMichael, 1974)

Environment

General Breakdown
- Pollution Prevention and Control
- Resource Control
- Disease Prevention
- Environmental Planning

Specific Job Examples
- Air Pollution Control Engineer
- Archaeologist
- Astronomer
- Atomic Scientist
- Biochemist
- Biologist
- Botanist
- Conservation Officer
- Crop Scientist
- Engineering Geologist
- Entomologist
- Entomologist/Biology Profession
- Environmental Engineer
- Environmental Health Technician
- Environmental Planner
- Environmental Protection Chemist
- Extractive Metallurgist
- Fish and Wildlife Conservationist
- Fish Culturist
- Fisheries Manager
- Forest Manager
- Forest Ranger, District
- Forestry Technician
- Furrier
- Game Warden
- Geographer
- Geologist
- Geologist, Assistant State
- Geologist, Consulting
- Geologist, Research
- Herpetologist
- Horticulturist
- Hydrologist
- Ichthyologist (Zoology Specialist)
- Land Pollution Control Engineer
- Landscape Architect
- Landscaper's Assistant
- Log Choke Setter
- Meterologist
- Naturalist, County
- Naturalist State Park
- Noise Pollution Control Engineer
- Nursery Manager
- Oil Field Rotary Driller
- Oil Refinery Lab Technician
- Ornithologist (Zoology Specialist)
- Park District Recreation Director
- Park Ranger
- Parks Superintendent
- Petroleum Geologist
- Physical Chemist
- Physical Metallurgist
- Physical Science Technician
- Physicist
- Planner, Regional
- Recreation Director
- Seismologist
- Space Communications Scientist
- Tree Surgeon
- Wildlife Sanctuary Director
- Wildlife Specialist
- Zoologist

Fine Arts and Humanities

General Breakdown
- The Visual Arts
- Architecture
- History and Museums
- Occupations in Writing
- Religion and Theology
- The Performing Arts
- Languages and Linguistics

Specific Job Examples
- Actor/Actress
- Actress, Shakespearean Theatre
- Actress/Dancer
- Advertising Account Supervisor
- Anthropologist
- Archaeologist, Classical
- Architect
- Art Critic
- Art Dealer
- Art Historian
- Art Instructor
- Artist, Stained Glass
- Artist-Designer Commercial
- Arts Reviewer
- Author Automobile Designer
- Ballet Dancer
- Band Director
- Biographer
- Book Illustrator
- Casting Director
- Choral Director
- Choreographer
- Church Organist
- Clergyman
- Clothing Designer
- Coach, Drama
- College Band Director
- Costume Designer
- Dance Instructor
- Designer, Costume
- Designer, Store Display
- Director of Religious Education
- Education Director, Christian
- Electronic Organ Repairman
- Environmental Planner
- Fiction Writer
- Free-lance Artist
- Free-lance Photographer

- Free-lance Translator
- Glassblower, Off-hand
- Historian
- Industrial Designer-Consultant
- Instrumentalist
- Jazz Singer
- Literary Agent
- Makeup Artist
- Metal Worker, Ornamental
- Missionary Teacher
- Motion Picture Animator
- Movie Extra
- Museum Arts Curator
- Museum Executive Secretary
- Music Arranger
- Music Composer
- Music Conductor
- Music Critic
- Music Store Clerk
- Musical Instrument Designer
- Opera Singer
- Orchestra Leader
- Orchestra Librarian
- Orchestral Musician
- Organist/Choirmaster
- Paintings Restorer
- Parish Worker
- Photographer, Wedding
- Piano Stringer
- Piano Teacher
- Piano Tuner-Technician
- Portrait Painter
- Portrait Photographer
- Potter
- Potter, Professional
- Priest, Catholic
- Professional Singer
- Property Man (Stage)
- Publications Designer
- Puppeteer
- Rare Stamp and Coin Dealer
- Religious Secretary
- Religious Writer
- Sculptor
- Set Designer
- Silversmith/Shop Manager
- Stagehand
- Stringed Instrument Repairman
- Stuffed Animal Designer
- Symphony Violist
- Theatre Stage Manager
- Theatrical Agent
- Theologian
- Translator
- Voice Teacher
- Writer, Mystery

Health

General Breakdown

- Mental Health and Mental Health Services
- General Hospital and Medical Office Related Occupations
- Pharmaceutical Science and Services
- Medical Professions
- Medical and Biological Science Services
- Medical Emergency Services
- Personal and Community Health Services
- Dentistry and Dental Science Services
- Administration of Health Services
- Professional Medical Supportive Personnel

Specific Job Examples

- Ambulance Driver
- Amesthesiologist
- Anesthetist
- Animal Care Technician (Laboratory)
- Audiologist
- Bacteriologist
- Biochemist
- Biomedical Electronics Technician
- Certified Occupational Therapy Assistant
- Chiropractor
- Circulation Technologist
- Clinical Chemist
- Clinical Psychologist
- Contact Lens Technician
- Counselor, Genetic
- Counselor, High School Guidance
- Critical-Care Units Supervision
- Dental Assistant
- Dental Hygienist
- Dental Laboratory Technician
- Dental Technician
- Dentist
- Dermatologist
- Dietetic Assistant
- Dietitian
- Drug Abuse Counselor
- Ear, Nose and Throat Specialist
- EEG Technician
- EKG Technician
- Electrocardiograph Technician
- Electrolysis Expert
- Emergency Medical Technician
- Endrocrinologist
- Epidemiologist
- Experimental Psychologist
- General-practice Physician
- Gyneologist/Obstetrician
- Health Information Writer
- Health Physicist
- Hospital Adminstrator
- Hospital Admissions Clerk
- Hospital Consultant
- Hospital Director
- Hospital Executive Housekeeper
- Hospital Insurance Clerk
- Hospital Orderly
- Hospital Pharmicist
- Hospital Purchasing Manager
- Hospital Receptionist
- Hospital Ward Clerk
- Inhalation Therapist
- Internist
- Licensed Practical Nurse
- Medical Assistant/Registered Nurse

What types of courses and/or training will I be taking during my post-secondary experience?

____

____

____

HOW DO I SEE MYSELF

	Very Good	Good	Fair	Don't Know
Abilities and skills				
Numerical (working with numbers)				
Mechanical (working with tools and machines)				
Scientific (applying knowledge to solve problems)				
Verbal (working with words)				
Spatial (working with forms in space)				
Physical (working with hands and body)				
Clerical (working with accuracy)				
Artistic (working with color and design, etc)				
Musical (singing, playing an instrument, etc.)				
Leadership (planning and organizing)				
Social (working with people)				

Do the qualifications for the occupational area that I am researching seem to match the type of abilities and skills that I think I have?______________________

____

____

____

What high school subjects should I take to better prepare myself for this occupation?_____

____

____

____

What high school activities should I participate in that would better myself for this occupation?______________________

____

Where might I visit to find more information about this occupation?__________

____

____

What workers might I talk to in order to learn more about this occupation?________

____

____

Now that I have completed my research what are my feelings about this occupation? ______

SOCIAL
Statement No.
No. X

4 ______
22 ______
30 ______
38 ______
46 ______
51 ______
54 ______
74 ______
81 ______
90 ______
Total ______

AESTHETIC
Statement No.
No. X

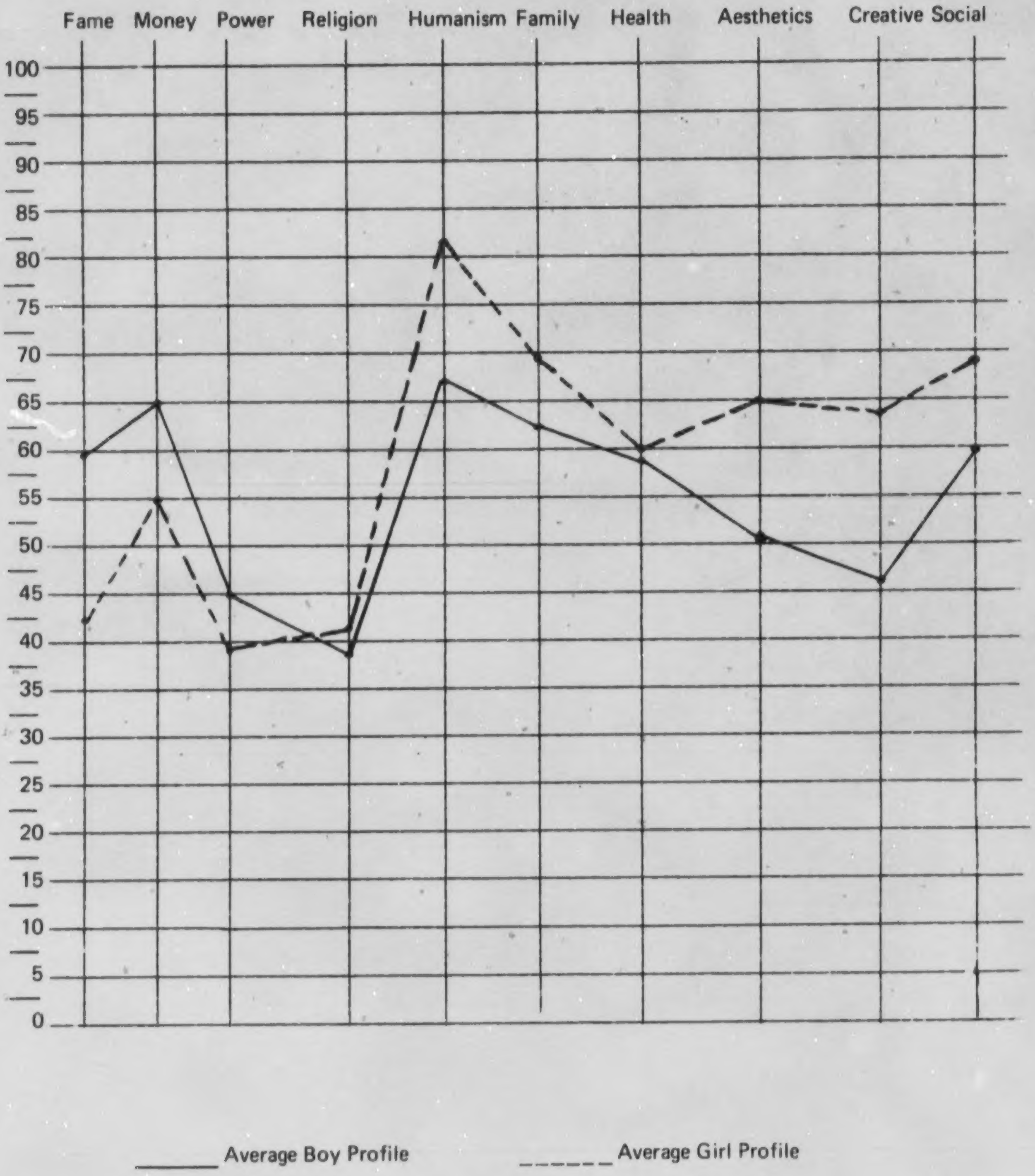
3 ______
15 ______
28 ______
36 ______
49 ______
52 ______
66 ______
80 ______
94 ______
98 ______
Total ______

CREATIVE
Statement No.
No. X

10 ______
20 ______
23 ______
37 ______
45 ______
56 ______
62 ______
73 ______
88 ______
96 ______
Total ______

Page 8 – Appraisal Scale

PROFILE OF VALUES



6 – Clerical perception. Ability to perceive pertinent detail in verbal or tabular material; to proofread words and numbers; and to avoid errors in arithmetic operations.

7 – Motor coordination. Ability to coordinate eyes and hands rapidly and accurately in making precise movements with speed.

8 – Finger dexterity. Ability to manipulate small objects with the fingers, rapidly and accurately.

9 – Manual dexterity. Ability to move the hands easily and skillfully and to work with the hands in placing and turning motions.

OCCUPATIONS
$
©VOLK

DECISION MAKING

These are my plans following graduation: ________________________________

Fill in the information that applies to you.

College

ACT Test Completed ____________

SAT Test Completed ____________

Financial Application Due ____________

Scholarship Information Due ____________

Entrance Application Sent ____________

Transcript Requested ____________

Social Security No. _____ _____ _______.

Class Rank ____________

Costs

Room and Board ____________

Tuition ____________

Dues and Fees ____________

Books ____________

Transportation ____________

Miscellaneous ____________

Military

GATB Test Completed ____________

Military Aptitude Test ____________

Social Security No. _____ _____ _______

Birth Certificate ____________

Job Entry

Social Security No. _____ _____ _______

GATB Test Completed ____________

Employment Security Reg. ____________

Birth Certificate ____________

Resume' ____________

Vocational-Technical School ____________

GATB Test Completed ____________

Transcript Requested ____________

Entrance Application ____________

Sent ____________

Social Security No. _____ _____ _______

Financial Aid Information ____________

Requested ____________

Costs

Room and Board ____________

Tuition ____________

Dues and Fees ____________

Books ____________

Transportation ____________

Miscellaneous ____________

CAREER AWARENESS

Address ______________ Name ______________ Age ____

Street Last First Grade ____

______________ ______________

City State Telephone

Father's occupation: ______________

Place employed: ______________

Mother's occupation: ______________

Place employed: ______________

Number of sisters ______ Number of Brothers ____

GENERAL INFORMATION

Occupational Outlook Handbook study: ______________

Interview: ______________

Special research paper: ______________

After leaving high school, what career are you actually considering: ______________

Are you considering going to a vocational school? ______________

If so, where and in what area of study? ______________

Are you considering going to a four year college? ______________

If so, where and in what area of study? ______________

Are you considering entering the Armed Forces? ______________

If so, what area of training are you considering? ______________

What type of high school program are following? (college prep., vocational, general) ______________

____

What emphasis? ______________

Are you presently employed? ____________________

If so, where? ____________________

Hours per week? ____________________

Are there any subjects that you would like to see taught here at DHS that are not presently being taught? ____________________

Period	Subjects		Room No.	Instr.
	Semester I	Semester II		
1.				
2.				
3.				
4.				
5.				
6.				

Period	Subjects		Room No.	Instr.
	Semester I	Semester II		
1.				
2.				
3.				
4.				
5.				
6.				

Period	Subjects		Room No.	Instr.
	Semester I	Semester II		
1.				
2.				
3.				
4.				
5.				
6.				

NAME: ______________________________ DATE: __________

GRADE: __________

TENTATIVE REGISTRATION SCHEDULE

SEMESTER ________
QUARTERS ________

PERIODS					
1					☒
2					☒
3					☒
4					☒
5					☒
6					☒
	☒	☒	☒	☒	☒

LETTER OF APPLICATION

DEVELOPING A LETTER OF APPLICATION

The first sentence in a letter of application is very important. It must catch the eye of the employer. Get right to the point; tell the employer why you are writing. Highlight your qualifications by mentioning only one.

The last paragraph of your letter should tell the employer what you want him to do, and make it easy for him to act. For example, you might say: I would like to have a personal interview. You may reach me at 225-9132. Also note that you are enclosing a personal resume'.

Consider all Aspects

A job applicant needs to take several factors into consideration. For example, time the mailing of your letter so it will arrive in the middle of the week, since Mondays and Fridays are usually the busiest days in the personnel office.

Refine Your Letter

A prospective employer may discard your letter of application if it lacks appeal. Be certain your letter:

* Is typed, if possible, and in proper form.
* Is neat and legible, whether typed or hand written.
* Is written in blue or black ink only.
* Is written on clean, plain white paper.
* Is not in odd-sized, perfumed, or other unusual stationery.
* That the envelope matches the paper.

Things to Avoid in a Letter of Application

Certain information should not be included in a letter of application—information an employer doesn't need or want and that won't benefit you in anyway. Here are some pointers:

About Yourself

* Don't go into detail about your abilities.
* Don't air personal gripes or secret ambitions.
* Don't talk about your experiences.
* Don't have the attitude that anyone owes you a job.
* Don't fill the page with information about your childhood.
* Don't talk about your military experience.
* Don't imply that you want the job simply because you need it.

About the Job

* Don't say you're not interested in money — who would believe you anyway?
* Be loyal — don't criticize your job experiences.
* Don't beg for the job — tell of the contribution you can make.

About Other Things

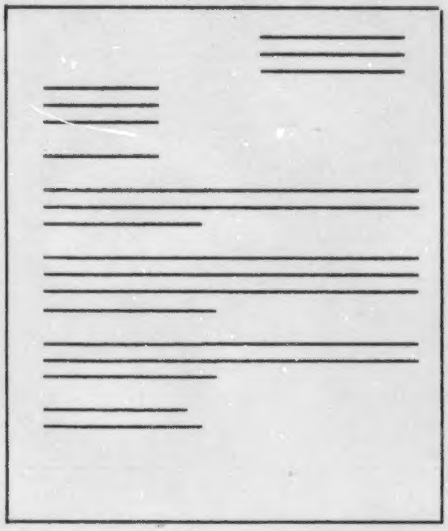
* Don't go into detail; be brief and to the point.
* Don't use postscripts.
* Don't try to impress with words or phrases.
* Don't include unrelated information.
* Close the letter tactfully.

WRITING BUSINESS LETTERS

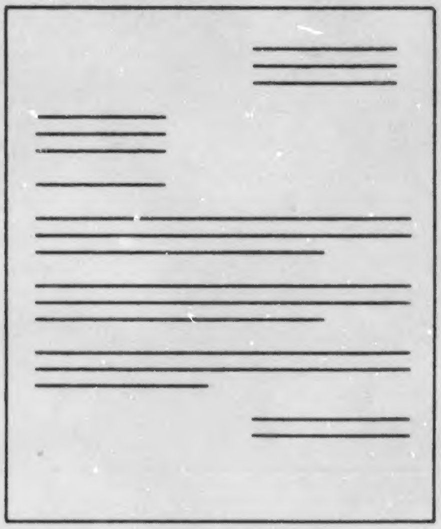
The three styles of business letters are semiblock, block, and indented. In typed letters, either the semiblock or the block style is ordinarily used. There is only one difference between the two. In the semiblock letter the paragraphs are indented. In the block letter the paragraphs begin at the left margin. For pen-written letters most people prefer the indented form. In this form not only is each paragraph indented, but also each line of the heading and of the inside address begins farther to the right than the line above it. Whatever style you choose, USE IT CONSISTENTLY THROUGHOUT THE LETTER AND ON THE ENVELOPE.

Study the following diagrams and note the similarities and differences in the three styles:

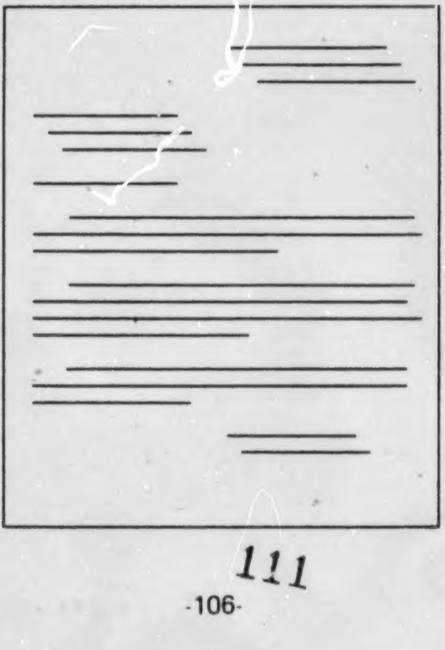
BLOCK (Modified)



SEMIBLOCK



INDENTED



(STYLE: Modified Block)

WRITING BUSINESS LETTERS

The six parts of the Business letter are the:

1) Heading
2) Inside Address
3) Salutation
4) Body
5) Closing
6) Signature

(1) HEADING

Central High School
Dickinson, North Dakota
October 19, 19--

(2) INSIDE ADDRESS

Mr. Richard Freni
R.D. 1
Dickinson, N.D. 58601

(3) SALUTATION

Dear Mr. Freni:

(4) BODY

Our class has been studying vocations. Several of us are interested in agriculture and would like to know more about it as a career. We feel sure that you, a successful farmer, will be able to answer many of our questions.

Will it be possible for me to talk with you half an hour or so Monday, Wednesday, or Friday afternoon or evening, October 27, 29, or 31, between the hours of 3:30 and 5:30 or 7:30 and 9:00?

Questions the group would like to have me ask you are: What do you consider the most important qualifications for your work? What high school or college training do you think a future farmer should have? Will a boy who has not been raised on a farm be at a serious disadvantage as a farmer? Do you hire students to work on your farm during summer vacations?

We shall appreciate hearing your ideas on these and other subjects and shall welcome any other suggestions you care to make.

(5) CLOSING

Sincerely yours,

(6) SIGNATURE

Holly Halter,
Secretary, Careers Committee

DEVELOPING A LETTER OF APPLICATION

Directions:

A. Make sure your letter meets the standards below:

1. Attractive form
2. Logical arrangement of information
3. Free from smudges or typographical errors
4. Free from spelling or grammatical errors
5. Brief and to the point — leave details for the resume'
6. Positive in tone
7. Ideas clearly expressed

B. The following information should be included in your letter of application:

1. Type position applied for
2. Reason interested in position and firm
3. How your training fits employer's needs
4. Explanation of your personal qualifications
5. Mention of resume'
6. Request for interview

(NOTE: Be sure to include your address and the phone number where you can be reached.)

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An interview follow up letter should be brief and simple. Following is an example of a letter that might be used.

222 E. 12th
Dickinson, N.D. 58601
August 18, 1979

Mr. Donovan Benzie
Superintendent of Schools
Dickinson Public School District
Dickinson, N.D. 58601

Dear Mr. Benzie:

Thank you for the time and consideration you gave me during the job interview Thursday morning.

The high school Social Studies teaching position we discussed interests me very much. I feel confident and qualified to handle this opening. I hope that you will consider my qualifications.

Sincerely,

John Henning

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Directions: Remember that once you are in the job interview, it is your job to "sell" yourself to that employer. You must be prepared to answer any questions that he might ask in a manner that would leave a favorable impression. Think about each of the following questions.

1. What kind of work do you want?
2. Why do you want to work for this company?
3. What makes you think you can do the job for us?
4. Is there anything you'd like to know about us (our company or the job)?
5. What do you know about our company?
6. How far do you think this job can take you?
7. How did you know about this company? This job?
8. Who do you know who works at this company?
9. What salary do you expect?
10. What previous work experience have you had?
11. Why did you leave your previous job?
12. What kind of grades did you make in school?
13. What were your favorite courses in school?
14. What kind of extra-curricular activities have you participated in?
15. How do you spend your spare time?
16. What do you hope to be doing five or ten years from now?

Negative factors that may enter an employment interview which may lead to rejection of the applicant.

1. Poor personal appearance.
2. Overbearing-overaggressive-conceited-know it all.
3. Inability to express himself clearly-poor voice-grammar.
4. Lack of planning for career-no purpose and goals.
5. Lack of interest and enthusiasm-passive, indifferent.
6. Lack of confidence and poise-nervous-ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money-interest, in "best dollar only".
9. Poor scholastic record-just got by.
10. Unwilling to start at the bottom-expects too much too soon.
11. Makes excuses-evasive-hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy-ill mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp-fishy handshake.
21. Indecision.
22. Loafs during vacation.
23. Unhappy in marriage.
24. Fight with parents.

INTERVIEW EVALUATION

Name________________________ Evaluated By___________________________

Score: High _____ (10) to Low _____ (1)

_____ (1) Introduction

_____ (2) Well groomed

_____ (3) Dress appropriately

_____ (4) Calm

_____ (5) Posture

_____ (6) Personality (smile, friendly)

_____ (7) On time

_____ (8) Alert during interview

_____ (9) Polite, honest, frank, accurate

_____ (10) Prepared to answer questions about himself (school and family, social security, driver's license, height, weight, etc.)

_____ (11) Knowledge of the position he was applying for

_____ (12) Will fit the position

_____ (13) Will get along with other employees

_____ (14) Dependability

_____ (15) Good goals

_____ (16) Does he look at you when he talks to you

_____ (17) General attitude

_____ (18) Courteous (says a cordial goodbye, etc.)

_____ (19) Apparent interest

_____ (20) Belief in himself

_____ TOTAL

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EVALUATING THE JOB INTERVIEW

	YES	NO	NOT SURE
How you looked:			
1. Clothing clean and well pressed?	____	____	____
2. Clothing conservative in style and color appropriate for applying for a job?	____	____	____
3. Body clean and free from oder?	____	____	____
4. Hair trimmed, clean, combed?	____	____	____
5. Shoes clean and polished?	____	____	____
How you acted:			
6. Greeted interviewer with a smile and called him by name?	____	____	____
7. Stated your name proudly?	____	____	____
8. Shook interviewer's hand firmly?	____	____	____
9. Sat only when asked to do so?	____	____	____
10. Looked interviewer in the eye?	____	____	____
11. Listened carefully to what interviewer had to say?	____	____	____
12. Took the time to think questions through before answering?	____	____	____
13. Placed your gloves and purse on the floor beside your chair rather than on the interviewer's desk?	____	____	____
14. Emphasized what you could do for the firm rather than what the firm could do for you?	____	____	____
15. Spoke well of previous employers and associates?	____	____	____
16. Refrained from arguing with the employer?	____	____	____
17. Showed your desire to work?	____	____	____
18. Were open to new ideas?	____	____	____
19. Were courteous and tactful?	____	____	____
20. Were enthusiastic about school, work, and life in general?	____	____	____

RULES AND REGULATIONS FOR PERSONNEL

Every employer has an established set of rules and regulations which an employee must follow. Sometimes these rules are reviewed during the interview or during the orientation or training session. In some businesses it is up to each individual to find out about the rules and regulations. It is your personal responsibility to find out what they are as soon as possible.

Following is a list of many common rules and regulations.

1. Punching the time clock
2. Checking out during work hours
3. Proper dress and general grooming
4. Overtime
5. Coffee breaks
6. Lunch breaks
7. Eating, drinking, and smoking during work time
8. Use of the telephone (personal)
9. Holidays
10. Illness
11. Safety rules and emergency equipment
12. Reporting accidents
13. Housekeeping policy
14. Parking
15. Lockers and equipment
16. Personal leave
17. Emergency leave
18. Visitors during work
19. Pay days and pay period
20. Payroll deductions
21. Additional training for pay raise
22. Employee purchases (discounts) procedure
23. Union/organizational requirements
24. Employee grievances
25. Warning before firing
26. Terminating employment
27. Security procedures
28. Employee review (evaluation)
29. Employer chain of command
30. Cashing of checks personal or payroll

HOW CAN 15 MINUTES ADD UP TO $1 MILLION?

Time is money.

That old saying has special significance in these economic times when sales are slow and jobs are scarce. It underscores how an employee who wastes time on the job can hurt his company, his fellow employees and his own job security.

Take, for example, an employee who earns $10,000 a year. Each hour he spends on the job is worth $4.81; each minute is worth about 8 cents.

If this employee wastes just 15 minutes a day, at the end of a year he will have cost the company $312, or a little over his pay for a week and a half.

On the Basis of Firestone's 1974 average profit of 4.2 cents on every sales dollar, the company would have to sell an additional $7,440 worth of tires or other products during the year to make up for the annual loss caused by this one employee.

What if 3,000 similarly paid employees wasted 15 minutes a day for a year? The loss to the company would be $936,000 –– close to $1 million in a year. To earn that amount of profit, the company would have to sell $22.3 million worth of products, or to put it another way, 15 minutes wasted time a day by 3,000 employees adds up to the equivalent of 93 jobs at $10,000 a year.

Some individuals who waste time don't even realize they're doing anything wrong. These are the most common time wasters:

* Arriving late and leaving early.
* Taking extra time at lunch or on a break.
* "Shooting the breeze" with fellow employees and friends during working hours.
* Running needless errands in order to see friends in other departments.
* Making personal phone calls.
* Loitering around the coffee or candy machine.
* Doing personal paperwork or correspondence.

If you find yourself doing any of these regularly, it might be wise to review your work habits so you can do your part to help your company operate efficiently in difficult times, which adds up to greater job security for everyone in the company.

It's only 15 minutes a day, but in a company our size, it adds up fast.

Taken from a publication of the Firestone Company.

GETTING A RAISE OR PROMOTION

It takes time, hard work, determination, and initiative to get a raise or promotion. The following steps can help you get a salary increase or a better job within an organization:

- Have evidence of the quality and quantity of your work.
- Show how you have benefited the organization and how you have advanced in performing your duties.
- Explain why you like your job and why your performance merits advancement consideration.
- Your past performance must demonstrate your ability to get along well with others.
- Be specific in what kind of promotion or salary increase you want. Your desires must be in line with your interest, experience, and preparation.

Most jobs have possibilities that may not be apparent to the employee. An employer often points out these possibilities when a raise or promotion is requested, rather than granting the request outright. The request may be met by a modification or with a proposal for salary increase or promotion sometime in the future. It is usually best to accept such an offer. And the employee should also be prepared to hear "no" for an answer.

HOW TO LEAVE A JOB

Leaving a job is much more than just quitting. You will gain an employer's lasting respect by showing him the same consideration you would want if you were to be dismissed from a job. Your past employer's good will is necessary when it comes to getting a new job. His recommendation is important. And who knows, you might want to work for him again sometime! Future employers are always interested in your past employment, and the way you leave a job forms an important part of your work record.

Here are some things that should be considered when leaving a job:

- Tell your employer, either orally or in writing, when you plan to leave.
- Most employers expect a notice of two weeks or more. One week is probably minimum notice for leaving any job. The employer needs to find and sometimes train a person to fill your job when you leave.
- Give your reason for leaving. Rather than giving a negative, fault-finding reason, it is usually better to express a positive reason. This could be your desire for more advancement opportunity, an opportunity to earn more money, or a decision to change occupations or get additional education.
- Tell your employer about the knowledge and experience you have gained working for him.
- Express your appreciation for the opportunity to have worked for your employer — regardless of your reason for leaving.
- When resignation is made by letter, it should be typed on white paper and enclosed in an envelope with the employer's or supervisor's name on it.
- The letter should be personally given to the employer, and the employee should remain while it is read. There will always be comments.

- Here are some do's to remember when resigning from a job:
  - tell why you are leaving
  - do as good a job on your last days as on your first
  - express your appreciation
  - tell the things you liked about the job
  - see your employer on your final day of work
- And here are some don'ts:
  - don't "tell anyone off" or express dissatisfaction
  - don't criticize your employer to anyone
  - don't slack off in your work after you resign

LETTER OF RESIGNATION

TO: Joe W. Doe

FROM: Sue Swensen

DATE: September 3, 1979

SUBJECT: Resignation as Secretary

This is to inform you of my resignation as receptionist and termination of employment with Husky Industries effective Friday, September 13, 1979.

While I have enjoyed my duties and my association with Husky Industries, I have decided that I can best reach my personal goals by returning to the University this term to further my education.

My experience with the Husky Industries will be valuable to me in any future work situation. I appreciate the opportunities for work and learning which my association with Husky gave me.

Sincerely yours,

(your signature)

(if letter typed, type your name here)

25. Merely shopping around.
26. Sloppy application blank.
27. Wants job for short time.
28. Little sense of humor.
29. Lazy.
30. Cynical.
31. Radical ideas.
32. Poor handling of finances.
33. Poor excuse for being late for interview.
34. Never heard of companies interviewing with.
35. High pressure type.
36. Indifinite responses.
37. Failure to express appreciation for interviewer's time.
38. Asks no questions about job.

WHAT DOES THE PERSON WHO DOES THE HIRING THINK LIKE?

From a speech delivered by Mr. Francis Larson, President of First Federal Savings and Loan, Bismarck, North Dakota—–June 5, 1972.

1) How is he going to fit.
2) How is he going to get along with people.
3) Have already checked with teachers and Employment Bureau.
4) First contact, appearance, beards-no.
5) Personality, smile, friendly.
6) Does he have the drive to make things work.
7) Is he alert.
8) Physical ability.
9) Is he dependable.
10) What kind of goals does he have in life.
11) What are his plans to reach these goals.
12) Courteous.
13) Does he look at you when he talks to you.
14) School, Boy Scouts, Scholarships, Athletics—– is he a leader.
15) What does he do in his leisure time.
16) What is his general attitude. Is it positive.
17) How is he going to fit our organization.
18) You may not always employ the person with the highest scholastic average.

PREPARING A RESUME

DETERMINING TAKE–HOME PAY

Take-home pay is the actual amount of your pay check after all deductions have been made. The salary suffers several blows, including taxes, insurance, dues, and retirement. All of these withholdings subtracted from the gross salary results in the net, or take-home pay.

Take-home pay can be determined by this chart:

Gross Salary . . . .$____________

(use wage/hour times number of hours in average work week; weekly wage; bi-weekly wage; or month wage.)

Federal Income Tax . . . .$________

(rates available from employer)

State Income Tax . . . .$________

(rates available from employer)

F.I.C.A. (Social Security) . . . .$________

(rates available from employer)

Your share of group insurance. . . . .$________

(rates available from employer)

Union or other dues . . . .$________

(rates available from employer)

Company Retirement . . . .$________

(rates available from employer)

Other. . . . .$________

(depending on company)

Total Withheld . . . .$____________

Net Take-Home Pay . . . .$____________

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840 N. Monroe
Dickinson, ND 58601
September 1, 1978

John Johnson
Personnel Manager
Freds Department Store
Dickinson, ND 58601

Dear Mr. Johnson:

Please consider me for the secretarial position which you advertised in the Dickinson Press.

The skills I have learned in my high school business and office courses should qualify me for this position. My average typing speed is 75 words a minute, and I can take dictation at approximately 110 words a minute. I have had experience operating a Monroe ten-key adding machine and a transcribing machine.

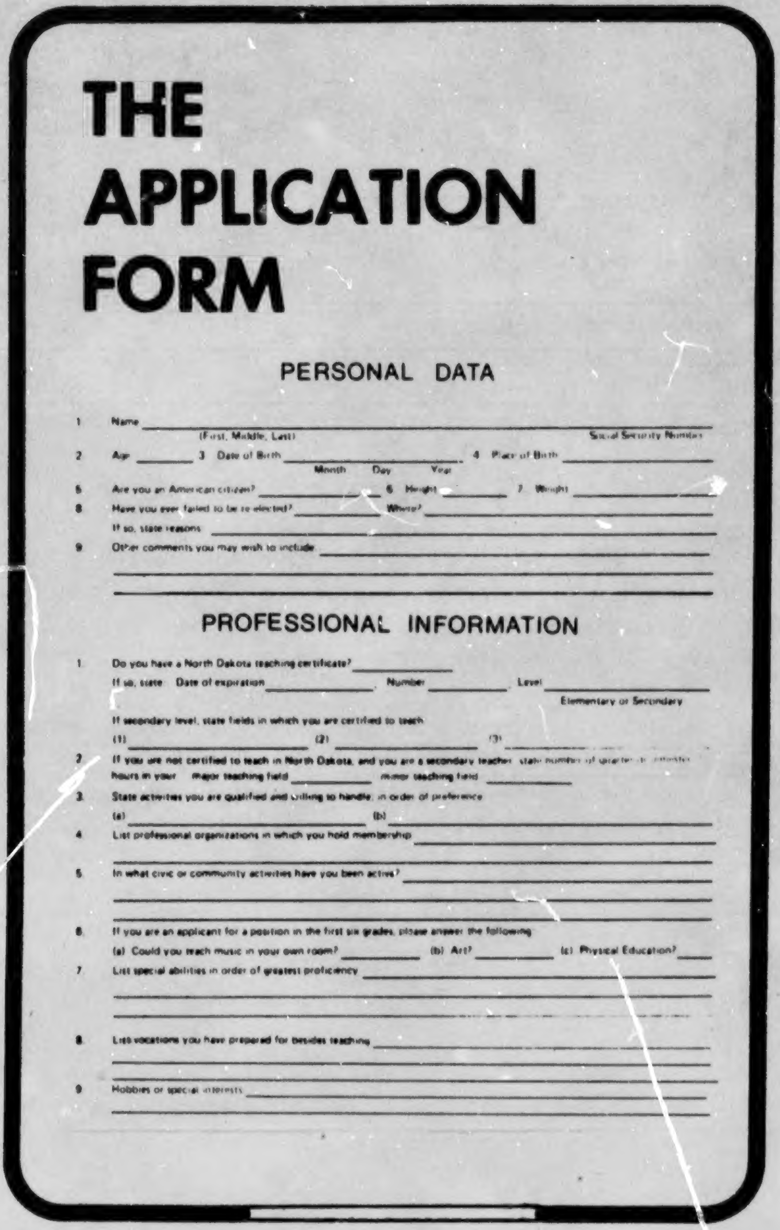
This fall I will be enrolled in the Cooperative Office Education program at Dickinson High School. I feel that the experiences gained in this program will help me to be a valuable addition to your firm. Mrs. Fern Plott will be my teacher-coordinator. A more complete description of my qualifications is given on the enclosed resume'.

May I come for an interview at your convenience anytime after school? I can be reached by phone at 225-9268 after 3:30 p.m. or by mail at 820 North 12th, Dickinson, ND.

Sincerely yours,

Miss June Jansen

Enclosure



THE APPLICATION FORM

PERSONAL DATA

1 Name ______________________________
(First, Middle, Last) Social Security Number

2 Age ________ 3 Date of Birth ______________ 4 Place of Birth ______________
Month Day Year

5 Are you an American citizen? __________ 6 Height ________ 7 Weight __________

8 Have you ever failed to be re-elected? __________ Where? ______________

If so, state reasons ______________________________

9 Other comments you may wish to include ______________________________

PROFESSIONAL INFORMATION

1 Do you have a North Dakota teaching certificate? ______________

If so, state: Date of expiration ____________ Number ____________ Level ______________
Elementary or Secondary

If secondary level, state fields in which you are certified to teach

(1) ____________ (2) ____________ (3) ____________

2 If you are not certified to teach in North Dakota, and you are a secondary teacher state number of quarter or semester hours in your major teaching field ____________ minor teaching field ____________

3 State activities you are qualified and willing to handle, in order of preference

(a) ____________ (b) ____________

4 List professional organizations in which you hold membership ______________________________

5 In what civic or community activities have you been active? ______________________________

6 If you are an applicant for a position in the first six grades, please answer the following

(a) Could you teach music in your own room? ________ (b) Art? ________ (c) Physical Education? ________

7 List special abilities in order of greatest proficiency ______________________________

8 List vocations you have prepared for besides teaching ______________________________

9 Hobbies or special interests ______________________________

COMPLETING AN APPLICATION FORM

An application form, whether for a job or admission to a post-secondary school, is important to the individual preparing it. In many cases the decision to consider an individual for a position is based entirely on his application form. If there are many applicants for a job, an employer may narrow down the list according to his impression of the applications submitted. Therefore, an individual must present a favorable impression through his application form.

Following are some important hints which can be helpful in preparing almost any kind of application form:

- Generally read the entire application form.

- Make certain that the finished application form is as neat appearing as possible. A soiled or wrinkled application form is often quickly discarded. Double check to make sure that there are no errors in spelling or grammar. Many potential employers use the appearance of the application form as an initial screening method when faced with a large number of applicants.

- Be sure to read carefully any directions which might accompany an application form. Complete all information requested in the application form. Even if a particular section of the application form does not apply to you, be certain that you acknowledge that it does not apply.

- Remember that an application form, even though its format may be quite structured, provides you with the opportunity to emphasize your assets. Do not downgrade your abilities or achievements if they are pertinent to the position for which you are applying. At the same time, however, avoid cluttering an application form with personal information that would be of little or no interest to the potential employer.

- Always be honest and candid when completing an application form. Even if your past contains events which you would rather not discuss, don't try to cover them up. Past mistakes may well disrupt consideration of your application. But this problem is far less serious than actually being hired for a job only to have your employer discover that you lied to him on your application form.

- A copy of all correspondence should be kept on file.

- Be fully prepared to complete the application form. Some of the information that will be needed includes:

  Social Security number
  names and addresses of references
  photographs, to submit upon request

Example of Application for Employment

Position Applied For ____________
Date ____________
Social Security No. ____________

Name ______________________ Age ______ Sex ______
(last) (first) (middle)
Present Address ______________________
(street) (city) (state) (zip)
Permanent Address ______________________
(street) (city) (state) (zip)
Telephone Number ________ Marital Status ________ Number of Children ______
Date of Birth ____________ Height ________ Weight ____________
Color of Hair ____________ Color of Eyes ____________
Name and position of relatives working for our company ____________
____
Have you ever applied for a position with our company before? ____________
____

Education:

Name and Location of School Attended	Dates Attended	Highest Grade Completed, Number of Hours or Degree

What skills have you developed or what special abilities do you have? ____________
____
____

Employment Record: (list last five employers, list recent first)

Date, Month and Year	Employer's Name and Address	Salary	Position	Reason for Leaving
From ______ To ______				
From ______ To ______				
From ______ To ______				
From ______ To ______				

For reference purposes, may we contact your present or last employer? ________________

Personal References: (List the names of three people not related to you whom you have known for at least one year and who would be familiar with your work habits)

Name and Address	Business and Position	Business Phone

List any of your hobbies, activities and awards that might pertain to the type of employment you are seeking: ________________

____

Health Record:

List any physical defects and indicate if corrected. ________________

____

List any major illnesses you have had in the last five years ________________

____

How many days of work did you miss during the last year because of illness? ________________

____
Signature

21. Asked questions about the job and the company?	______	______	______
22. Demonstrated your sense of humor (if situation was appropriate)?	______	______	______
23. Were prepared to tell the employer how you could be of benefit to his company?	______	______	______
24. Did not lie or exaggerate your qualifications or experiences?	______	______	______
25. Emphasized what you can do, not who you know?	______	______	______
26. Did not chew gum, smoke, or eat candy?	______	______	______
27. Stuck to the point and answered the questions briefly but completely?	______	______	______
28. Were on time for interview?	______	______	______
29. Thanked the interviewer for his time before leaving?	______	______	______
30. Thanked the receptionist or secretary for being helpful before leaving?	______	______	______

Once you accept a position it is your responsibility to tell those who you interviewed with that you have accepted another position. Following is an example of a letter that might be used.

222 E. 12th
Dickinson, N.D. 58601
August 18, 1979

Mr. Donovan Benzie
Superintendent of Schools
Dickinson Public Schools
Dickinson, N.D. 58601

Dear Mr. Benzie:

Thank you for the time and consideration you gave me Thursday morning during the interview. I learned a great deal about your school district. Your high school Social Studies department is certainly top calibre.

I have decided to accept a similar position with Bismarck Junior College. I therefore no longer wish to be considered for the Social Studies position.

Best wishes in filling this position. Thank you very much for considering my application.

Sincerely yours,

John Henning

WHERE TO LOOK FOR WORK

Finding employment is a problem for nearly everyone, but knowing where to look for a job is the key to finding one. Here are the primary sources for seeking employment:

- Private employment agencies.
- State employment service.
- Newspaper "help wanted" advertisements.
- Visit places where you would like to work.
- Friends or relatives.
- Civil service announcements.
- School and college placement service.

Try to be at the location when hiring is being done; be persistent – hang in there!

Here are some warning signs to observe in using these various employment avenues:

A private employment agency deals in a service –– finding a job for a fee. This fee is a percent of your salary for a predetermined period of time. The employee usually pays this fee; in some cases the employer does. Most private employment agencies are reputable, but their advertising can be deceiving. Dull, plain, underpaid jobs can be disguised as glamourous "public relations" jobs. After all, the private employment agency has a product to sell, so there is bound to be a sales pitch.

The State Employment Service charges no fees for its placement services, and the counselors are qualified to help match the applicant to the right job.

A blind ad is a classified "help wanted" advertisement that gives only sketchy information –– never the name of the company placing the ad. An example might be:

NO EXPERIENCE NECESSARY

Our men are averaging over $300 a week,
with our top men earning $500 or more.
Start now, we'll train you. Phone 225-6736

Many newspapers have policies that regulate classified advertising. These policies usually include the following:

- Nature of the work must be specified in the ad.
- Sales ads must state basis of pay.
- Ads must state if any kind of investment is necessary.
- Ads must not be misleading or misrepresent the amount of money that can be earned.

Most ads appearing under the "help wanted" column are placed by business firms seeking to fill specific positions and are written to attract the right kind of applicant for the job.

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Visiting places where you would like to work is an excellent way to make positive contact with prospective employers, and frequently results in employment for the job seeker. This kind of contact shows resourcefulness on the part of the applicant.

Civil service announcements from all levels of government give details about the job and outline the requirements for applicants. Civil service announcements in a variety of job categories can be obtained from city governments, state governments, and from the federal government.

Perhaps more jobs are filled by "word of mouth" than in any other way. It's beneficial to have friends or relatives in positions to hear about job openings.

Schools and colleges also have job placement services, and handle much of the detail and contact work for the job applicant –– usually for only a small fee.

Making an appointment by phone does two things. First, it shows that you are interested in saving the employer's time. Second, it shows that you are thoughtful for asking what would be the best time for you to see the employer.

Steps in making an appointment by phone:

1. Plan what you are going to say before you call.
2. State your name and reason for calling.
   (Example: "Hello, this is Judith Jamison and I'm calling about your ad in last night's paper for a secretary. May I have an appointment for an interview?")
3. Ask when would be the best time for you to come in.
4. Record the day, time and place of the interview.
5. Thank the receptionist for her help.

Remember these things when calling for an appointment:

1. The receptionist is there to help you. Keep her on your side.
2. Don't ask over the phone how much the job pays.
3. Be polite and courteous. Remember that this call is the first contact you may have had with the firm. Make the first impression a good one.

Checklist for Demonstration	YES	NO
A. Was prepared before calling		
B. Did not have to stammer to find the right words		
C. Identified yourself immediately		
D. Stated reason for calling immediately		
E. Asked when would be the best time for the employer to see you		
F. Was courteous and friendly		

COST OF LIVING EXERCISE

Name of Student ______________________________

Title of job researched ______________________________

Monthly salary of the above job ______________________________

The purpose of this exercise is to compare the actual costs of living (as you plan to live) with the normal expected income from your first full time job. (The one chosen for your occupational research paper).

Determine, as accurately as you can, how expensive it is to live. Do not make wild guesses.

There are six areas of expenses that most people have:

1. Shelter

   Determine what your living arrangements might be when you enter the world of work. Will you rent alone or will you share the rent with another person? Will you buy a house or mobile home? What is the monthly cost?

2. Food

   Try to estimate a realistic amount that food might cost you per month. Will you eat at a restaurant or at home or a combination of the two.

3. Personal Needs

   Such as uniforms, clothing, grooming, toiletries, laundry, misc. supplies, etc.

4. Personal Property

   Determine a monthly amount paid out for car, T.V., radio, stereo, furniture, appliances, utinsils, etc.

5. Insurance

   Determine the monthly amount to be paid out for insurance. What kinds of insurance will you have? (life, health, car, disability, etc.)

6. Recreation

   List a monthly amount for recreational needs. Shows, gas, entertainment, ball games, special events, etc.

MONTHLY EXPENSES AND INCOME

EXPENSES:

1.) SHELTER.......................................$ __________

2.) FOOD:...$ __________

3.) PERSONAL NEEDS:

____________________ $ __________
____________________ $ __________
____________________ $ __________
____________________ $ __________
subtotal.............................$ __________

4.) PERSONAL PROPERTY:

____________________ $ __________
____________________ $ __________
____________________ $ __________
____________________ $ __________
____________________ $ __________
____________________ $ __________
subtotal.............................$ __________

5.) INSURANCE:...................................$ __________

6.) RECREATION:

____________________ $ __________
____________________ $ __________
____________________ $ __________
____________________ $ __________
subtotal.............................$ __________
TOTAL MONTHLY EXPENSES $ __________

INCOME:

Gross Monthly Salary $ __________
Minus all amounts withheld monthly $ __________
ACTUAL EXPECTED MONTHLY BALANCE $ __________ (take home pay)

BALANCE:

INCOME...............................$ __________
minus EXPENSES.......................$ __________
DIFFERENCE...........................$ __________ Is this a plus or a minus? Is there a need for adjustment?

WHAT ARE YOU WORTH?

Three brothers left their home in a small town to work in the city. All got jobs in the same company, starting at the same pay. Five years later, one was receiving $500 a month, the second received $800, and the third $1,500.

Their father decided to visit his sons' employer to learn why they were paid on what appeared to be an unfair basis.

"I will let them explain for themselves," said the boss as he pressed a button on his desk. Jim, the lowest-paid, answered.

"I understand the Oceanic has just docked," said the employer. "Please go down there and get an inventory of her cargo."

Three minutes later Jim was back. "She carries a cargo of 2,000 seal skins," he reported. "I got the information over the phone."

"Thank you, Jim," said the boss. Then he pressed the button again, and Frank, the $800 man, reported.

"Frank, I wish you would go down on the dock and get an inventory on the Oceanic's cargo."

An hour later Frank was back with a list showing that the vessel carried 2,000 seal skins, 500 beaver, and 1,000 mink pelts.

The employer pressed the button a third time and George, the $1,500 man, came in. He was given the same instructions.

George did not return for three hours, but his father and the boss were waiting for him.

"The Oceanic carries 2,000 seal skins," he began. "They were offered at $15 each and I took a tentative option on them, subject to your approval. I got a bid on $20 for them from a prospect in St. Louis, and promised to wire him in the morning. I also found 500 beaver, which we normally don't handle but since I had an inquiry for some, I bought them and sold them at a $2,000 profit. There were 1,000 mink pelts, but as you always handle the mink, I took no action on them."

"That is fine," said the boss.

When George was gone, the employer smiled. "You probably noticed," he told the father, "that Jim did not do what he was told to do. Frank did only what he was told to do. But George did more than he was told to do—and in such a way that it will make a profit for the firm."

***Taken from Coronet Magazine

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LOCAL
GOVER
MENT
©VOLK

Job Market
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LOOKING FOR A JOB

WHERE TO LOOK IN THE COURT HOUSE

The county court house is the central location for many kinds of information and government services. The typical court house is departmentalized as follows:

Circuit judge, clerk of courts, county auditor, county judge, juvenile probation officer, register of deeds, sheriff, states attorney, and treasurer.

In addition, many court houses also house such offices as civil defense, county agent, county commissioners, director of equalization, public health nurse, public welfare, veterans services and County Superintendent of Schools.

The following pages list information and services found in most court houses. As the source of information may vary from place to place, you can fill in your local source beside each category.

WHERE DO YOU GO TO FIND OUT ABOUT. . .

Abstracts. . . . . ____________________
Adoption Records. . . . . ____________________
Air Force Discharge Records. . . . . ____________________
Army Discharge Records. . . . . ____________________
Automobile Licenses. . . . . ____________________
Automobile Titles . . . . ____________________
Birth Certificates. . . . . ____________________
Boat Licenses . . . . ____________________
Building Permits . . . . ____________________
Car Licenses . . . . ____________________
Car Titles. . . . . ____________________
Child Support Payments . . . . ____________________
Civil Court Actions . . . . ____________________
Coast Guard Discharge Records. . . . . ____________________
Court Actions . . . . ____________________
Criminal Court Actions . . . . ____________________
Dance Permits. . . . . ____________________
Death Certificates . . . . ____________________
Deeds . . . . ____________________
Divorce Court Records . . . . ____________________
Drivers Licenses. . . . . ____________________
Drivers License, School Bus Operators . . . . ____________________
Employment Services . . . . ____________________
Estates. . . . . ____________________
Finance Statements. . . . . ____________________
Food Stamps. . . . . ____________________
Jury Lists . . . . ____________________
Liens. . . . . ____________________
Liquor License Applications . . . . ____________________
Marriage Licenses . . . . ____________________

DEVELOPING A RESUME'

Although similar in nature, a resume' should not be confused with the letter of application. A resume' is prepared by an individual as an initial "selling tool" about himself for a potential employer. It will frequently be submitted BEFORE an individual completes a formal application or has a personal interview.

Generally speaking, an original copy resume' should be prepared for each specific job inquiry. In some cases, however, an individual may wish to prepare a comprehensive resume' to be reproduced in quantity and submitted to a variety of different potential employers. In either instance, two basic rules should be followed:

* A resume' should be limited if possible to two pages unless more information it specifically requested by an employer.

* Any resume' should be accompanied by a cover letter or letter of introduction or not more than one page designed to relate specifically to one employer and one work position.

Most resume's contain basically the same categories of information. These include:

* Personal information, such as name, address, age, height, weight, health, marital status, sex.
* Education, including high school and courses from which you graduated, honors, extra-curricular activities, and related courses.
* Experience.
* Outside interests.
* Miscellaneous such as publications, community activities, professional organizations, etc.
* References.

Even though these categories remain essentially the same, their content will probably vary considerably, depending upon an individual's age, experience, educational achievement, and — most importantly—the position for which he is applying. Therefore, a number of variables must be taken into account:

Personal Information

Too much personal information is often included in a resume'. Beyond your name, address, age, height, weight, health, marital status, and sex, little additional information is necessary or desirable. There is no need to include your spouse's name, the names of any children or siblings, your parents' names, etc. Even though it is legally not necessary to include your age or sex, to exclude either might lead a potential employer to think that you are trying to hide something.

Education

The length and content of this section depends on where you are in life. The younger you are the less experience you have, and the more detailed you should be about your education. Especially if you are applying for your first full-time job, you should develop in reasonable detail a description of those educational programs which you have completed and which would be related to the position you're applying for. This should be done also if you are applying for admission to a specific department or program in a post-secondary school program.

Experience

As with education, the way you outline your experience will be closely related to the amount of work experience you have had. Once you have developed a history of full-time work experience, you should include information only about those full-time positions. If you have had a wide variety of full-time jobs, you would probably include only the four or five most recent ones. OR you may include only those jobs which would be directly related to the position for which you are applying. If you are just starting your career, it is quite proper and advantageous to include at least your most recent part-time jobs. In detailing your work experience, be sure to include the following:

- Name and address of the company for which you worked.
- Name of the position you held.
- The starting and leaving dates of the job.
- A description of your duties if it seems pertinent to your application.
- Your reason for leaving.

Miscellaneous

Include anything that is significant to the job for which you are applying.

Outside Interests

It is in this section that many people tend to give too much information. A potential employer is interested in your outside interests only as they may be related to your performance as an employee. Leadership roles in a school, civic, social, or church organizations would probably be of interest. Your membership in a square-dancing club, by itself, would probably be of little interest. An exception to this approach might be found in a resume' prepared to accompany an application to a college. In this case there would probably be greater interest in all of your activities to give more insight into your personality.

Skills

Include here only those skills which are directly or indirectly related to the position for which you are applying. Even if you were a skilled plumber, this information would hardly be pertinent if you were seeking a job as a bus driver. However, typing skills could be important in being considered for a job as a journalist. Special care should be taken in preparing this section if you are planning to change the direction of your career. For instance, if you are now employed as a school teacher and you are seeking a position as farm manager, you should be able to demonstrate a background of at least some skills related to farm management.

References

A reference is a person who can provide information about your personality, integrity, ability, responsibility, ability to perform on the job or anything important to the job you are applying for. When making a list of references consider those people who would be very capable of giving you a recommendation. It should be someone who has known you for a good period of time, one who is qualified to pass on information about you. Anyone reading a resume' will assume that you have used as references persons who will respond favorably to you. Make sure this is the case. Remember, however, that relatives are not considered reliable references, even if you have worked for them. Try to balance your choice of references to include people who know you well on both a personal and an occupational basis. Keep in mind, however, that even though a co-worker may provide a well-written reference, his comments may not carry as much weight as those of a foreman or supervisor who may not know you as well personally.

You should always contact each person you wish to use as a reference to find out if they will be willing to do so. You may ask each person by telephone, in person or in writing. If you write the following style might be used:

Example:

222 E. 12th
Dickinson, ND 58601
August 18, 1979

Mr. Don Dunn
302 S. 219 St.
Bismarck, ND 55402

Dear Mr. Dunn:

This is to request permission to use your name as a reference for various jobs that I am applying for.

I have graduated from Dickinson State College and am in the process of finding employment. I hope to obtain employment in teaching, preferably at the secondary level.

If you wish to have your name used as a reference, please contact me at 225-6736. Thank you for your time and consideration.

Sincerely,

LeRoy Boespflug

It is also a good idea to thank your references for any support they gave you in your application for a job.

STYLES OF RESUME WRITING

Until a few years ago the "chronological" resume was very widely used. In this style all jobs were listed starting from the present and working backwards. However, since the typical young person is normally long on education and short on experience one might express what he has to offer an employer by writing what can be called "concept" or "functional" resume. This style places the emphasis on your abilities, interests and the more positive aspects of even your most menial employment. Actually one might also consider combining the two styles mentioned to form a third style.

An employer usually speed reads your resume until you catch his interest. When your work record is limited look for ways to change the form of your resume to present your most attractive self on paper.

PREPARING A RESUME'

A. Make sure your resume' meets the standards below.

1. Logically organized
2. Neatly typed
3. Error free
4. In outline form
5. Limited to one page, if possible
6. Honest about qualifications and experiences

B. The following information should be included in your resume'

1. Name, address, phone number
2. Position applied for
3. Small photograph of self
4. Personal information
    - a. Age, weight, height
    - b. Health
    - c. Date of birth
    - d. Marital status
5. Education information
    - a. Name and address of schools attended
    - b. Dates you attended each
    - c. Subjects studied
    - d. Awards and activities
6. Work experience
    - a. Name and address of company
    - b. Length of time worked
    - c. Brief description of duties and responsibilities
7. Special skills and interests
8. Personal references

(NOTE: Be sure to obtain permission before using someone as a reference)

Sally Black,
661 S. Benton
Dickinson, N.D.

EXPERIENCE

Sales

Worked in Zales gift shop and summer camp canteen consession. Monthly sales increased 80% over previous summer during my time at the consesseion.

Communication Skills

Did interviews for selection of summer camp participants. All campee's selected completed summer camp.

Organizing Skills

Organized activities for summer camp participants. Participation in activities increased 34%.

Leadership and Cooperation

Gained leadership experience as assistant camp director and student body president during my senior year in high school. Developed cooperations skills in my four year association with student council in high school.

EDUCATION

Graduated from Dickinson High School May 25, 1979. Member of National Honor Society.

INTERESTS

Photography, camping, hiking and Numismatics

SPECIAL SKILLS

Type 80 words a minute error free

PERSONAL DATA

Birth date – 8/8/55, Marital Status – Single, Health – Excellent

REFERENCES

Made available upon request

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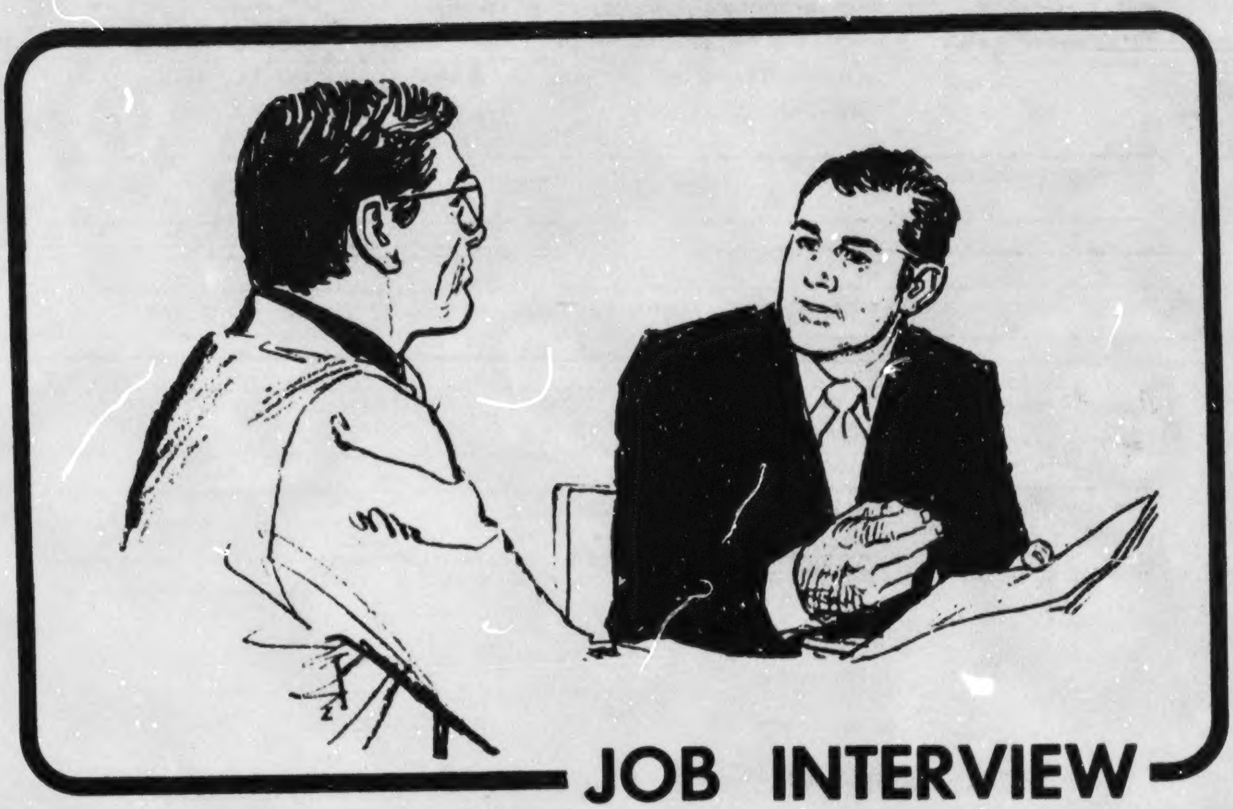

JOB INTERVIEW

THE JOB INTERVIEW

The final stage of merchandising your job talents before becoming employed is through the job interview.

People are hired because employers need certain services performed, not because people need jobs. So you must think in terms of your value to a prospective employer.

An interview helps both the employer and the employee get a close look at and gain an understanding of each other, and find out if it's to their mutual advantage to work together. The employer wants to find out what your personality is like, how you look and feel, what you say, and what you do.

Your personality is the sum total of what you are; no two people have the same personality pattern. Personal appearance is an important part of your personality, and is subject to your control. A clue to appropriate dress during an interview is what you would wear on the job you are seeking; but cleanliness and neatness is a must in any case. It's important that your clothing fit your body, your total personality, and the kind of work you're applying for.

What you say, how you act, and your expression quite accurately reflect the way you feel. Be a good listener, interested and enthusiastic. Control the tone of your voice, speak clearly, and use correct grammar. Be sure that what you say and the questions you ask are important and related to the interview. How you act is also an excellent personality indicator. So be yourself, relax, and cultivate a friendly manner to help you meet people easily without being nervous.

Arranging a Job Interview

Common ways to arrange a job interview are the letter of application, personal contact, and telephoning.

- The letter of application should be well organized, interesting, and neat. Sentences should be short and to the point. Your letter can help project you as a positive self-confident person. Review the information on letter writing covered earlier in this book.

- Personal contact is an excellent way to arrange for a job interview. It is effective, since meeting the employer or his secretary in person ahead of the interview provides an opportunity to make that important first impression and possibly to get some preliminary items taken care of. An employer likes to have a completed application in hand during the interview, and this personal call is an excellent way to pick up an application blank and printed information about the company. Calling in person is also a quicker and surer way to get a job, since it is more difficult for an employer to turn away a personal caller than to say "no" by letter or by telephone.

- The telephone can be an effective way to get an interview, however, when personal calls are not practical. The caller must know what he wants to say, and must speak clearly and with confidence. Courtesy and a businesslike manner are important.

- Always say that you prefer a personal interview if the person you are calling attempts to conduct an interview over the telephone.

- Be sure you know the interviewer's name and how to pronounce it, and his title. Also be certain of the time and place of the interview. Make notes to prevent forgetting information and having to call back.

- Once the interview appointment is made, thank the person and close the conversation.

Preparing for a Job Interview

The applicant who is prepared for an interview is the one most likely to be hired. The following points may help you hold a successful job interview:

- Learn all you can about the company – its products or services, kinds of jobs available, hiring policies and practices. Have an idea of the salary scale for the job you are seeking. Keep the interviewer's name in mind.

- Have with you the information a prospective employer will expect you to have. This includes a personal data sheet, work and school records, references who know your work and character, your social security card, diplomas or other evidence of education and training, and other information that might be important to the employer.

- Be ready to state what you have to offer an employer. Outline the training you have had, the kind of job you want, what you can do, and what you have done.

- Have clearly in mind the reasons why you want to work for the company interviewing you. Try to match your skills and interests with the needs of the company. Keep in mind the opportunities you see for yourself.

- Be appropriately dressed and groomed, well rested, and display a healthy attitude. Arrive a few minutes early, carry a pen, and go alone. Having a friend or relative along shows a lack of confidence, and might keep you from getting that job. Be yourself and be confident.

- Be courteous and sincere from the moment you arrive for the interview. The receptionist or secretary is often asked her opinion of an applicant.

- Creating a good impression lies in being friendly without being talkative; being patient if you have to wait. Give the receptionist your name and the name of the person you are to see, explaining that you have an interview appointment. Don't be fridgety or chew gum. Look and act your best.

During the Interview

Introduce yourself to the interviewer if the secretary doesn't, and remind him why you are there and tell him the specific job or kind of work you are seeking. Give brief answers to questions, and don't stray from the subject. You will usually have an opportunity to ask questions near the end of the interview. Questions you might ask could concern what the job involves, advancement opportunities, salary, working hours, vacation and sick leave, insurance and other fringe benefits. Don't linger when the interview ends; thank the individual and leave.

What to Do

Here are some hints on what you should do and how you should act during a job interview.

Be yourself — be natural, as poised as possible. Sell your qualifications, not your need for the job. Look and be pleasant, and speak clearly. Look at the interviewer and answer all questions — even if they seem to personal. Let the interviewer lead the discussion and control the interview.

Be realistic concerning salary. Don't give the impression that salary is your only interest; save the topic until last. But if the end of the interview is near and salary has not been discussed, ask what the salary range is and then pinpoint what your salary would be if hired.

Sell yourself to the interviewer by focusing attention on your strong points, but don't hide your limitations. Tell what you are doing to improve yourself. Stress your interest in your work.

Thank the interviewer as you leave, and write down the time and place of future contacts concerning the job you're applying for.

What an Employer Looks For

An employer is interested in you as a person — your appearance, your personality and character, your interests and activities, and how you express yourself.

Health, grooming, dress, and enthusiasm combine in your personal appearance. Personality and character are reflected in maturity, friendliness, sincerity, poise, self confidence, and in several other traits.

Personal interests and activities involve your hobbies, cultural and recreational interests, participation in community affairs, and awareness of current news events.

Keys to self expression are the ability to think and speak clearly, preparation, response to questions, and the questions you ask.

When the Interview is Over

Several things need to be done after the interview. If an individual told you about the job opening, you should tell him about the outcome of the interview. The prospective employer should be sent a brief letter thanking him for the interview. If hired, say that you are looking forward to starting work for that firm at the designated time.

References also deserve a written or personal thank you for their services. If an employer follows up the interview with a letter offering employment, respond at once with your answer of acceptance or rejection. Give your reasons why you are or are not accepting the job.

When other employment is accepted, notify the other firm you applied with as well as the person who referred you.

If you don't get the job you applied for, and this may be the case, evaluate the interview and try to see what changes or improvements you need to make for future job interviews. It takes determination to find the kind of job you want.

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IS THERE A MESSAGE HERE?

DEAR KID:

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect you've been turned down before, and maybe you believe by now that kids out of high school can't find work.

But I hired a teen-ager today. You saw him. He was the one with the polished shoes and a necktie. What was so special about him? Not experience, neither of you had any. It was his attitude that put him on the payroll instead of you. Attitude son. ATTITUDE. He wanted that job badly enough to shuck the leather jacket, get a haircut, and look in the phone book to find out what this company makes. He did his best to impress me. That's where he edged you out.

You see, Kid, people who hire people aren't "with" a lot of things. We know more about Bing than about Ringo, and we have some Stone Age ideas about who owes whom a living. Maybe that makes us prehistoric, but there's nothing wrong with the checks we sign, and if you want one you'd better tune to our wave length.

Ever hear of "empathy?" It's the trick of seeing the other fellow's side of things. I wouldn't have cared less that you're behind on your car payments. That's your problem, and President Nixon's. What I needed was some one who'd go out in the plant, keep his eyes open, and work for me like he'd work for himself. If you have even the vaguest idea of what I'm trying to say, let it show the next time you ask for a job. You'll be head and shoulders over the rest.

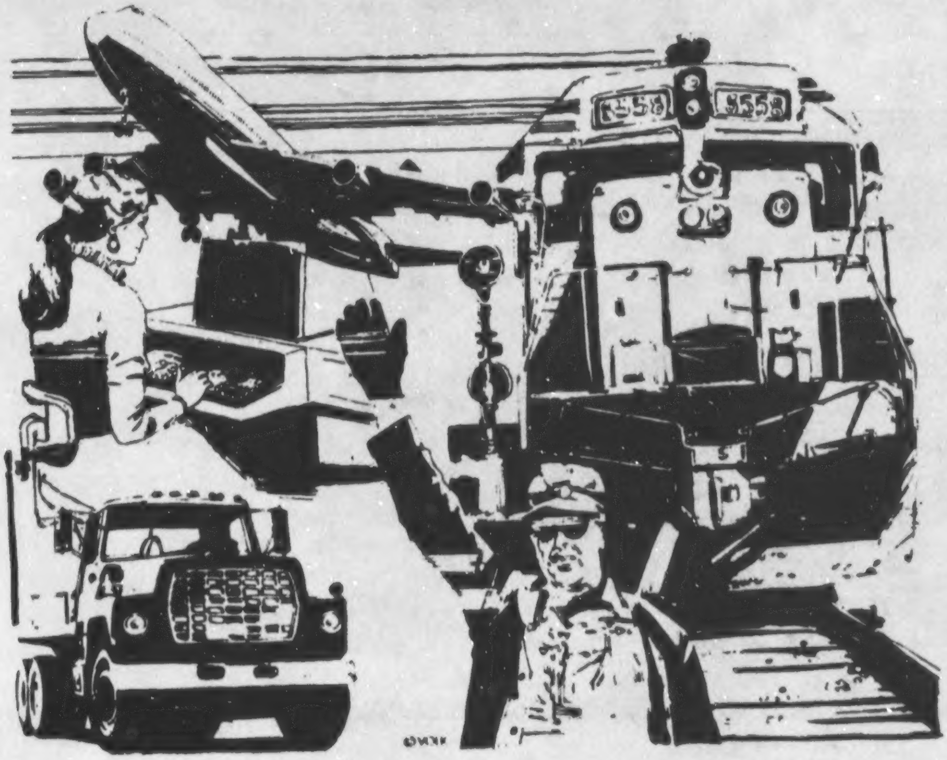
Look Kid: The only time jobs grew on trees was while most of the manpower was wearing G.I.'s and pulling K.P. For all the rest of histroy you've had to get a job like you get a girl: "Case" the situation, wear a clean shirt, and try to appear reasonably willing.

Maybe jobs aren't as plentiful right now, but a lot of us can remember when master craftsmen walked the streets. By comparison you don't know the meaning of "scarce".

You may not believe it, but all around you employers are looking for young men smart enough to go after a job in the old-fashioned way. When they find one, they can't wait to unload some of their worries on him.

For both our sakes, get eager, will you?

Contributed by Brother "Friday" Frizgerald



HANDLING THE JOB

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WHAT TO EXPECT ON THE JOB

It is normal to have some fear, apprehension or "nervousness" about beginning new employment. But there is usually little reason for such feeling, as most employers are careful to introduce new help to their duties and to their fellow workers.

As a new employee, you can expect the following from your employer:

- An explanation of all rules and regulations affecting you.
- Introduction to other employees.
- Information about the amount and kind of work you are expected to do, and how it is to be done.
- Information about hours, pay, vacations, fringe benefits, etc.
- Loyalty to employers, which may include penalties or discipline for being late, disregarding safety rules, and for disobeying orders.
- Treatment as an individual, with criticism given privately in a courteous, helpful manner.

Since some employers are more thoughtful and considerate than others, there is bound to be variation in the way employees are handled. Regardless of the circumstances, build a good record and earn a good recommendation for a better job. And it's always unwise to quit one job before a better one is in hand.

WHAT TO DO ON THE JOB

- Always be ahead of time.
- Give value plus in exchange for your salary.
- Do your best.
- Stick to the job and keep busy.
- Get enough rest to do your work well.
- Learn the names of fellow workers and key people in the organization.
- Be patient.
- Learn your job before seeking advancement.
- Observe how other employees do their jobs and ask them for suggestions and help when needed.
- Listen to and follow instructions.
- Learn the rules and regulations of the organization.
- Have a plan of operation –– be systematic.
- Be an attractive and agreeable person.
- Keep clean, neat, and well groomed.
- Control your emotions.
- Don't neglect tact and courtesy.
- Have a positive attitude at all times.

Mechanics Liens .... __________
Mental Health Services .... __________
Mill Levy Computations .... __________
Military Discharge Papers .... __________
Mobile Home Registration................................. __________
Mobile Home Tax Computations........................... __________
Mortgages .... __________
Navy Discharge Records .... __________
Passport Information..................................... __________
Personal Property Assessments .... __________
Personal Property Tax Payments.......................... __________
Property, Tax Sale of Real & Personal Property .... __________
Plat Descriptions.. __________
Probate Court .... __________
Real Property Assessments .... __________
Real Property Special Assessments .... __________
Real Property Descriptions .... __________
Real Property Tax Payments.............................. __________
Sales Tax Licenses....................................... __________
Selective Service Registration .... __________
Small Claims Court .... __________
Support Payments... __________
Taxes, Income Tax Information .... __________
Taxes, Personal Property Tax Assessment................ __________
Taxes, Personal Property Tax Payment................... __________
Taxes, Real Property Tax Assessment.................... __________
Taxes, Real Property Tax Payment........................ __________
Taxes, Sales Tax License................................. __________
Taxes, Sales Tax Payment................................. __________
Vehicular Registration................................... __________
Vehicular Tax Payment—New or Out-of-State Vehicles.... __________
Vehicular Licenses....................................... __________
Voter Registration....................................... __________
Voter Registration—Change of Address................... __________
Welfare Services... __________
Wills .... __________

LEGAL AND CONSUMER TERMS

There are many terms not widely used in the everyday vocabulary of most people, yet have significance at some time in life in business transactions and in legal matters.

A glossary of some of these terms is given here.

Affiant:	The person who signs an affidavit.
Amoritization:	Long term or gradual payment of a debt.
Assignee:	The person to whom property (or a right) is given or transferred.

Attachment:	Legal seisure of property for failure to pay debts.
Bill of Sale:	Document providing legal record of the transfer (or sale) of personal property.
Bond (investment):	Loan to a governmental unit or business with the promise to repay at a specified interest rate in a specified time period.
Bond (surety):	Guarantee of payment for failure to perform under certain specified conditions.
Chattel:	Personal property which can be moved.
Chattel Lien:	Claim of lender to certain personal property placed as collateral by borrower in event of the borrower's default of payment.
Collateral:	Property or things of value pledged by borrower as security that a loan will be repaid.
Conditional Sales Contract:	The buyer assumes immediate possession of the property but seller retains the title to it until all terms of the contract have been met.
Consignment:	A person wishing to sell property (the consigner) continues to own the property until the selling agent (consignee) has sold it.
Cooling-Off Period:	Generally, the period of time given to a buyer to change his mind after a sales contract has been signed in the buyer's home.
Co-Signer:	An individual who assumes full responsiblity for repayment of a loan made to another if that other person fails to live up to his contract obligations.
Debenture:	Debt certificate issued by a company or unit of government in return for borrowed money.
Declining Balance:	Amount of the unpaid balance of a loan as each contract payment decreases it.
Deed:	Legal document which transfers the right of ownership of real property.
Default:	Failure to fulfill an obligation or contract.
Deficiency Judgement:	Court order requires full contract payment even after repossession and sale of property.
Fiduciary:	Someone in a position of trust.
Foreclosure:	Court action involving the sale of mortgaged property to pay mortgage obligations which have not been met.
Garnishment:	Action on the part of a creditor to collect money owed him through the debtor's employer or from someone who owes the debtor money.
Holder-In-Due Course:	Generally, a bank or other lending institution which purchases an installment contract from the original seller. Frequently the holder-in-due course does not have to assume the original contract commitments concerning product performance.
Holographic Will:	A will written in the handwriting of the maker.
Injunction:	Court order requiring certain action to be taken or forbidding the performance of a certain action.
Intestate:	Failure to leave a valid will upon death.
Joint Tenancy:	Money or property owned by two or more persons with the agreement that if one dies the full title goes to the remaining survivors. A will does not affect joint tenancy agreements.

Liabilities:	The debts or obligations of an individual or company.
Lien:	Claim on the property of a borrower or debtor as security for a debt.
Liquid Assets:	Investments and other property that can be readily converted to cash.
Negotiable Instrument:	Written payment obligation that can be transferred by endorsement or delivery.
Net Worth:	Your true financial position based on the difference between all that you own and all that you owe.
Non-Installment Credit:	A debt you meet with a single payment or without a specific repayment schedule.
Open Dating:	Or "freshness" dates, so shoppers know when food was first offered for sale and the last date it should be sold.
Option:	The privilege to buy or sell property at a specified price within an agreed time.
Prepayment Penalties:	Charges assessed to borrower if he pays off money owed before due date.
Personal Property:	Any possession other than land or buildings.
Power of Attorney:	Written authorization to act as another's agent.
Principal:	The actual amount you invest or borrow without added charges or other extras.
Probate:	Processing of a will to establish its validity.
Promissory Note:	Written evidence of debt that establishes repayment schedule (I.O.U. in legal form).
Real Property:	Buildings and land.
Replevin:	Court action to recover goods from defaulted buyer who refuses to return merchandise voluntarily.
Repossession:	Legal owner's action to reclaim merchandise from buyer who did not meet conditions of installment contract.
Retainer:	Advance payment for professional services.
Security Agreement:	Pledge of buyer's or borrower's assets as loan guarantee.
Truth-In-Lending:	Federal law which enables you to compare credit costs accurately by requiring all granters of consumer credit to disclose to each customer in writing the exact cost of credit, expressed as a dollar amount and as an annual percentage rate (APR).
Unit Pricing:	To enable you to compare prices by indicating cost on a per ounce or pound basis.
Usury:	Charging borrower more interest than the law allows.
Writ:	Court order.

WORK

WORK brings man to life, sets him in motion. WORK is man in action doing things. Nothing happens until people go to WORK. . .WORK creates the world we live in.

The art of WORK consists of what you think about your WORK, how you feel about your WORK and what you do about your WORK.

It is abolishing the concept of WORK as chains and slavery, and seeing it in freedom to create and build and help.

IT IS striving to find WORK you can love, a job to which you can harness your heart.

IT IS idealizing your work, turning a job into a mission, a task into a career.

IT IS doing your present WORK so well that it will open doors to new opportunities. Tasks done at a high standard pave the way to bigger things.

IT IS discovering the great healing power of WORK. If you are lonely . . .WORK! If you are worried or fearful. . .WORK! If you are discouraged or defeated. . .WORK! WORK is the key to happiness.

IT IS making your WORK, you. It is putting the stamp of your unique personality on the WORK you do. It is pouring yourself into your task. It is making your WORK a reflection of your faith, your integrity, your ideals.

IT IS recognizing that WORK, not repose, is the destiny of man.

IT IS going to your work as you go to worship, with a prayer of thankfulness and aspiration to serve.

James W. Elliott said it all in nine words: "WORK is life and good WORK is good life."

.... BY WILFORD A. PETERSON

There is little in the theory of luck which will bring success; but WORK, guided by thought, will remove mountains or tunnel through them. —— Rufus Choate

INSURANCE

Fred Blake
P.O. Box 14A
Dickinson, N.D. 58601

PERSONAL DATA

Birth Date: 9/9/56
Single
Will travel or relocate to be employed

EDUCATION

Bachelor of Science — Dickinson State College
Major: Business
Minor: Psychology
Grades maintained B+ over average

BUSINESS AND MANAGEMENT EXPERIENCE

Summer 1979

Was a camp counselor at camp Nyota, Dickinson, N.D. I developed and organized activities for campfire girls.

Summer 1978

Was assistant manager for Country Kitchen. I was in charge of bookkeeping and assisted with inventory controls. Was responsible for volume purchases of supplies and handling customer complaints.

Summers, 1974 - 75 - 76 - 77

Night shift manager of Taco Johns. Responsibilities included managing the cash register, organizing shifts and workers and purchasing of cleaning supplies.

EXTRA CURRICULAR ACTIVITIES

Chairman of Young Democrats Organization. I planned season activities, organized cacuss meetings as well as assist in state wide fund raising for Young Democrats.

REFERENCES

Available upon request.

LeRoy R. Boespflug
222 E. 12th
Dickinson, N. Dak.
Phone 225-9265

EMPLOYMENT OBJECTIVES

Drag Line Operator

PERSONAL INFORMATION

Age: 35
Sex: Male
Height: 5'10"
Weight: 185 lbs.
Health: Excellent
Birth Date: September 26, 1940
Birth Place: Beulah, N. Dak.
Marital Status: Married
Children: 2 (Holly, age 11; Scott, age 7)
Military Obligations: Honorably Discharged 1976
Social Security Number: 501-34-8794

EDUCATION

1954 - 1959	Dickinson High School, Dickinson, N.D.
1960 - 1962	Commercial Trades Institute, Denver, Colorado

EMPLOYMENT

1970 - present	Knife River Coal Mining Co., Beulah, N.D.
1965 - 1969	Acme Construction, Bismarck, N.D.
1963 - 1964	Big Builders Incorperated, Bismarck, N.D.

EXPERIENCE

Heavy Equipment
Caterpillar D-8 Dozer, 2000 hours approximate
Caterpillar D-9 Push Cat, 5000 hours approximate
Caterpillar D-9 Dozer, 200 hours approximate
631 B Scraper, 175 hours approximate
637 Scraper, 50 hours approximate
651 B Scraper, 100 hours approximate
Truck 5-speed-overfunder and direct

REFERENCES

Leon Mellend — Superintendent, Knife River Coal Mining Co., Beulah, N.D.
Residence: 386 South Dale, Bismarck, ND.
George Ball — Foreman, ACME Construction, Bismarck, N.D.
Residence: 30 South Main, Bismarck, N.D.
Tom Newell — owner operator ACME construction, Bismarck, N.D.
Residence: North River Drive, Bismarck, N.D.

NAME: Judith Jamison

ADDRESS: 820 N. 13th
Dickinson, ND 58601

TELEPHONE: 225-6736

AGE: 18 years HEALTH: Excellent

WEIGHT: 121 lbs. MARITAL STATUS: Single

SUBJECTS STUDIED:

Seniors at Dickinson High School to be graduated in May, majoring in business subjects.

Typewriting - 4 semesters
Shorthand - 4 semesters
Secretarial Practice - 2 semesters
Business Law - 2 semesters
Consumer Economics - 1 semester
Business Arithmetic - 1 sememster
Bookkeeping - 2 semesters
Business English - 2 semesters

STUDENTS ACTIVITIES:

Secretary, Senior Class
Vice-President, Future Business Leaders of America
Member of Senior Prom Committee
Chairman, Baptist Youth Commission

SPECIAL SKILLS:

Write shorthand at approximately 110 words per minute. Type at approximately 75 words per minute. Trained in the operation of adding machine, calculators, mimeograph, and transcribing machine.

WORK EXPERIENCE:

Clerical worker for Dickinson Summer Playground for 2 summer vacations. Did general clerical activities, operated adding machine, answered telephone, greeted visitors.

Student secretary to Mr. Guss Braun, math teacher, during my junior year. Took dictation, typed reports, recorded grades.

REFERENCES:

Mrs. Fern Plott, Teacher-Coordinator
Cooperative Office Education
Dickinson High School
Dickinson, ND 58601

Mr. Guss Braun
Mathematics Instructor
Dickinson High School
Dickinson, ND 58601

Mrs. Anna Trinka
Youth Fellowship Advisor
Southern Baptist Church
742 Oakbrook Drive
Dickinson, ND 58601

Date Compiled ______________________________

Signature ______________________________

Personal Information

Name	John W. Barker
Address	428 Oak, Dickinson, N. Dak.
Telephone	(701) 225-9265
Height	6 feet, 1 inch
General Health	Excellent
Marital Status	Single

Education

Graduated from Dickinson High School, 1974, in upper 15% of class. Specialized high school courses included vocational agriculture, four years; distributive education; typing; business law; advanced speech; journalism.

Presently enrolled in the first year of two-year Agri-Business program at Devils Lake Area Vocational-Technical School, Devils Lake, ND.

Honors and Awards

Future Farmers of American State Farmer Award, 1973.
High School Honor Roll, four years.
American Legion Award Winner, 1972.
Boys State representative, 1972.

Extra-Curricular Activities (high school)

Future Farmers of America, four years; football, three years; junior class play; school newspaper.

Experience

General farm worker, three years.
Distributive Education student at Tractor Supply Co.,
Dickinson, ND, one year.

References

Available upon request.

UNDERSTANDING INSURANCE

"Insurance" is a word that has different meanings to different people in different situations, depending upon the present need for coverage. But it always implies financial protection against some kind of loss.

The various kinds of insurance include fire, casualty, automobile, household, life, accident, health or hospitalization, income protection or disability, group life or health, and marine.

Most of the kinds of insurance that apply to personal use are outlined here.

* Ordinary or Whole Life — Provides insurance for life, it is the basic form of "permanent" life insurance. Most other types of life insurance, such as policies where payment is limited to a specific number of years, are a form of ordinary life insurance. It is usually issued in amounts of $1,000 or more from ages 0 to 60 or beyond, depending upon the company. It is used as financial protection against premature death, and as a means of saving money for future emergencies and for retirement. That is, it builds "cash values" which the policy-owner may borrow against during the life of the policy, or receive in payments or as a lump sum when the plan is terminated. Ordinary life insurance is used for all types of business and personal needs.

* Term Life Insurance — Term insurance provides life insurance only during the period of premium payment. It usually reduces in value each year, and has no cash or other lasting values. However, "level" term insurance, where the death benefit remains constant, is also available and some companies have term insurance plans that build some permanent value. Reducing term insurance is often purchased to provide coverage equal to the mortgage on a house, business, or other property. It is also used to provide substantial amounts of low cost insurance protection on the breadwinner while the family is growing up. It is often used by businesses and corporations to provide large amounts of life insurance coverage for key people. Most term insurance can be converted to some kind of permanent coverage.

* Endowment — Pays a specific sum of money to the policyholder at a specified date. For example, a $10,000 policy that endows in 20 years will pay the policyholder $10,000 twenty years from the date of purchase if he pays the premiums. Since it is one of the forms of life insurance, it will pay the face or endowment amount to a beneficiary if the policyholder dies prematurely.

* Group Life and Health — A group of persons, usually employees of a business or public institution or members of an association, can buy life and health insurance under one master policy. Under this arrangement, the insurance company must usually accept all members of the group regardless of age or condition of health. Group life insurance is usually term, provided at a very low cost. The health insurance pays all or part of the cost of hospitalization, surgery, or related medical care. An employer usually pays a portion of the cost of a group insurance plan. When an individual leaves the group he is associated with he usually has the option of converting his insurance to a private plan.

* Health or Hospitalization — Pays all or part of the cost of hospital room and board, surgery, doctor calls, and miscellaneous medical expenses. There is a limit written into the policy stating the maximum that will be paid for the covered services. A major medical policy can be purchased separately or in conjunction with a basic hospital policy. This will provide funds for health care services up to a specified amount, such as $10,000 or $25,000.

* Accident Insurance — Provides a specified sum of money for injuries and for treatment of these injuries. Often pays a stipulated amount for loss of life or for loss of limbs or eyesight.

* Income Protection or Disability – Pays a set amount for a specified period of time when the insured is unable to perform his usual work due to illness or accident. Payment begins at once or some time after disability begins, depending upon the plan that was selected by the insured.
* Marine Insurance – Covers ships and their cargoes. Inland marine insurance has broad application, and covers small boats, snowmobiles and miscellaneous vehicles, and even furs and jewelry.

Automobile Insurance

The automobile policy contains thousands of words to cover every type of situation which might occur. The policy contains three basic parts: Insuring Agreements, Exclusions, and Conditions.

Insuring Agreements state just what the insuring company will do for the insured under each coverage he carries.

Exclusions tell just what the policy will not do, or in what situations the coverage will not apply. Exclusions were once called the "fine prints," and some believed they were designed to take away coverage that was given to them in large print. However, exclusions are usually printed in the same type as the rest of the policy and they are accepted as standard safeguards against situations for which the policy was not intended to provide protection. Without these safeguards, insurance costs would be prohibitive.

Conditions outline what the insured must do in certain instances. They lay down the basic "ground rules" under which the policy will operate.

Forms of Coverages

* Liability – Bodily injury and property damage liability insurance protects you if you are involved in an auto accident in which another person is injured or killed, or in which the property of someone else is damaged.

* Collision – Collision coverage pays for repairs to your car when the damage is caused by collision with another car or object or by upsetting.

* No Fault – Provides personal injury protection benefits for injuries with respect to bodily injury sustained by an eligible insured person who is named insured or relative and caused by an accident arising out of the operation, maintenance or use of a motor vehicle as a vehicle.

* Medical Expense – Regardless of fault, this coverage pays doctors, dental, surgical, hospital, and other medical bills for injuries sustained by you, other members of your family, and guests while riding in your car, up to coverage limits.

* Comprehensive, Fire & Theft – Covers loss or damage to your car from virtually every cause, except collision or upset and normal wear and tear. A few examples this kind of coverage are damage from fire, storms, falling trees or other objects, glass breakage, wild or domestic animals, and flood.

- Uninsured Motorists – If you or members of your family are injured in an auto accident caused by a negligent uninsured motorist or a hit-and-run driver, chances are you will not be able to collect anything from the driver. This kind of coverage pays what you are legally entitled to receive for bodily injuries up to the limits specified in the financial responsiblity laws.

- Towing and Road Service – Reimburses a reasonable amount for towing your car to a garage or for labor costs performed at the place your car becomes disabled.

- Death, Dismemberment, and Disability – Pays a specified sum of money, like life insurance, if you are killed in an auto accident, or if you lose eyesight or limbs. Pays a specified amount for certain fractures, and a weekly amount for disability caused by an auto accident.

- Additional Expense Coverage – Pays a specified daily amount while collision damage to your car is being repaired. Often pays such expenses as meals, car rental, motel, and phone calls.

Auto insurance policies have become very broad, and can include coverages not directly or only indirectly associated with driving. Some of these coverages follow:

- Family and Residence Liability – Covers you and your family living with you with protection against liability claims resulting from almost any personal act. Covers for injuries received by visitors to your property, for accidents caused by your children, pets, or other animals, and by your participation in sports such as hunting, fishing, or golfing. Provides reasonable medical payments.

- Credit Card Forgery – Provides coverage against forgeries in connection with your credit cards, checks, and loss from acceptance of counterfeit money.

HOMEOWNERS POLICY

This type of coverage is given several names, such as fire and casualty or extended coverage, but it protects your home and possessions against nearly every conceivable loss.

The New York Standard Fire Policy has been adopted in most of the states, and is recognized as the basis for all American fire Insurance.

Protection afforded by the Standard Fire Policy includes fire, lightning, and removal of property from premises endangered by the perils insured against. It is a "named peril" policy; that is, it covers only the perils set forth and named in the contract, subject to exclusions and limitations. Loss settlement is usually based on actual cash value – replacement cost less depreciation.

Fire, as a covered peril, must be "hostile" and there must be actual ignition. As long as a fire serves a useful purpose and remains in the place or container in which it was intended to remain it is termed a "friendly" fire.

Even though the chance of fire loss is only one in a hundred, lending institutions require fire insurance to protect both themselves and their customers.

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Extended coverage goes beyond fire damage and includes damage or loss caused by lightning, windstorms, hail, explosions, aircraft, smoke, vehicles, collapse, falling objects, breakage of glass, weight of ice, snow, or sleet, accidental discharge, leakage or overflow, freezing, electrical damage, riot or civil commotion, theft, and damage done by burgulars.

Most homeowner policies include personal and family liability protections. Special amounts for certain property, such as money and coin collections, securities, stamp collections, furs and jewelry, and sporting goods can be included in most policies.

Since there is about a 50 percent chance that a homeowner will die before his home is clear of debt, most companies will issue a companion "mortgage insurance" policy, actually a term life insurance policy, to pay off the home in the event of death. Many companies also write disability insurance coverage on the homeowner, so that a portion of his income will continue if he becomes disabled.

Insurance Terminology

Actual Cash Value	Cost of replacement, less depreciation.
Adjustor	One who determines the liability of the insurance company after a loss covered by insurance.
Agent, General	Company representative in a large territory, who supervises the company's business within that territory.
Agent, Local	Representative of a company who makes contacts with insurable persons, and writes policies.
Appraiser	One whose function it is to determine the present value of property.
Assessment	Additional premium, in the event that the amount of the premium previously collected is not sufficient to pay losses and expenses.
Broker	An individual or organization acting as a representative of the insured and the insurer in writing insurance contracts.
Claim	The petition or suit of an individual or corporation to recover for a loss which may come within the terms of a policy contract.
Concurrent Insurance	Two or more insurance policies which cover the same interest in an identical property to the same extent.
Dividend	A refund to a policyholder of a part of his premium not needed to pay his share of the losses and expenses of the company.
Double Indemnity	A sum equal to twice the face amount of an insurance policy.
Endoresment	A supplementary agreement attached to an insurance policy for the purpose of changing its conditions or altering its coverage.
Face Amount	The amount stated in the policy as the limit of the insurance company's liability.
Indemnify	To compensate for loss actually sustained.
Insurance	The contractual relationship which exists when one party, in consideration of a fixed sum, agrees to reimburse another for a loss which may be caused in the future by designated hazards. The term assurance, common in England, is generally considered identical with insurance.
Inventory	A list of all articles involved, with costs or valuation.

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Larceny	Unlawful taking of the personal property of another.
Legal Reserve	Amount of money which the law requires an insurance company to hold in readiness to pay claims.
Liability	Any legally enforceable obligation.
Liability Limits	The sum or sums beyond which a liability insurance company does not protect the insured in any particular policy.
Medical Benefits	Payment of expenses of medical care necessitated by injuries suffered from insured hazards.
Merit Rating	A reduction or premium allowed a particular insured because of good record.
Moral Hazard	Possiblity of loss being caused by dishonesty or carelessness.
Mutual Insurance Company	An incorporated insurer without capital stock.
Nonassessable Policy	An insurance contract under the terms of which the insured may not be called upon for any contribution in addition to his premium.
Other Insurance Clause	Provision stating what is to be done in the event that another contract embraces the same property and hazard.
Policyholder	One to whom an insurance policy has been granted.
Possession	The right to hold and control property in question. This does not necessarily imply ownership.
Premium	Consideration paid for insurance protection.
Principal	The party whose action, honesty, or responsibility is to be guaranteed.
Principal Sum	Amount a health and accident policy will pay in case of death, exclusive of double indemnity, etc.
Property Damage Liability Insurance	Protections against liability for damage to the property of others.
Property Insurance	Protection which is concerned with loss to property.
Public Liability Insurance	Any form of coverage which protects the insured against claims based upon personal injury.
Rate	The agreed factor in determining an insurance premium.
Rating Bureau	An organization which inspects properties and hazards and publishes insurance rates.
Reinsurance	An agreement by which one insuring company reinsures its risk with another insuring company known as the reinsurer.
Replacement Cost	Cost of replacement.
Risk	Possible danger of injury; or the thing insured.
Stated Limit	Fixed amounts in a policy beyond which the insuring company will not be liable in the event of a claim.
Waiver	Conscious surrender of a right that is know to exist.